2019-2020 GRADUATE STUDENT HANDBOOK

Master of Arts in Communication Sciences and Disorders

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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INTRODUCTION

This handbook provides information about policies, procedures, rules, and facts that affect you as a graduate student in the Department of Communication Sciences and Disorders at Wichita State University. The information included here should help you in answering many questions you might have about the Department and your program of study. We hope that this Handbook will be a resource that is both effective and efficient in providing this information to you.

You will use much of the information in this handbook throughout your graduate program. The better you understand the information in this Handbook, the more you can manage your program. Your advisor, other faculty, and clinical supervisors will work with you on many of the aspects included in this Handbook, but it is critical that you are prepared to ask questions and share in the implementation of your program.

We will ask you to document that you have received a copy of this Handbook and that you have read the information included here. Please do this as soon as you can.

The intent of the Handbook is to help you become better acquainted with our Department and the various aspects of the academic and clinical programs we provide. We will do our best to keep the information in the Handbook current and relevant. Constructive feedback to that goal is always welcome. Please direct questions or suggestions to:

Dr. Douglas Parham  
Graduate Coordinator  
Department of Communication Sciences and Disorders  
College of Health Professions  
Wichita State University  
427 Ahlberg Hall  
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Best wishes for a successful year!
HISTORY AND MISSION

History

The Department of Communication Sciences and Disorders is one of the oldest on the Wichita State University campus. Originally established in 1934 by Dr. Martin Palmer, the Flo Brown Memorial Speech Laboratory was housed in one room on the fourth floor of Jardine Hall. That one room served as office, classroom, research laboratory and speech clinic! The program moved in 1939 as the Department of Speech Science to a building at 17th and Fairmount.

The first Master of Arts degree in speech science was granted in 1944. The first Master of Arts degree in audiology was granted in 1958 and the first Doctor of Audiology degree (AuD) in 2007. The first Doctor of Philosophy degree (PhD) was granted in 1963.

While the University was willing to support research and academic aspects of the program, it was unable to justify funding the clinical aspects of the major. In 1945, the Institute of Logopedics (defined as the scientific study and treatment of speech defects) was established to provide clinical services. The academic program was renamed to the Department of Logopedics. Both programs moved to new facilities at 2400 Jardine Drive (near 21st St. N. and Grove) in September 1949.

In 1979, another name change occurred to become the Department of Communicative Disorders and Sciences. In 1981, the Department left the grounds of the Institute of Logopedics to take residence in the basement of Hubbard Hall. The Department became the fiscal responsibility of the University as part of the College of Education. Both clinical and academic programs were maintained in this new space.

In 1999, the clinic program moved to its current space in the Eugene M. Hughes Metropolitan Complex. Two important events occurred in 2005: The Department moved from the College of Education to the College of Health Professions and its current home in Ahlberg Hall. With that move came one more name change to the Department of Communication Sciences and Disorders, to reflect the importance of the scientific research foundations of our disciplines.

Both the Master of Arts and the Doctor of Audiology programs are accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association.

Mission and Vision Statements

Vision: To be recognized for leadership, innovation, and excellence in communication sciences and disorders.

Mission: To prepare qualified speech-language pathologists and audiologists as scholars/practitioners who are professionally competent to practice in educational and medical settings on behalf of children and adults who have disorders of communication and related difficulties.
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<th>Department Staff:</th>
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**OFFICE HOURS**
8:00 am – 5:00 pm, Monday-Friday

**MAILING ADDRESS**
Department of Communication Sciences and Disorders
Wichita State University
1845 Fairmount St.
Wichita, KS  67260-0075

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### Cassat Clinic

**OFFICE**
Eugene M. Hughes Metropolitan Complex –
Entrance T
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Wichita, KS 67220

**TELEPHONE**
(316) 978-3289

**FAX**
(316) 978-7264

**EMAIL.**
slhclinic@wichita.edu

**OPEN FOR CLIENTS**
8:00 am – 8:00 pm, Monday-Thursday; 8:00 am – 5:00 pm, Friday

**MAILING ADDRESS**
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Wichita State University
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Wichita, KS  67260
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GENERAL INFORMATION

Notice of Nondiscrimination

Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran.

Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Sexual misconduct, relationship violence and stalking are forms of sex discrimination and are prohibited under Title IX of the Education Amendments Act of 1972. Complaints or concerns related to alleged discrimination may be directed to the Director of Equal Opportunity or the Title IX Coordinator, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3187.

Student Code of Conduct

Wichita State University is a learning community comprised of Students, Faculty and Staff where freedom of inquiry and freedom of expression are valued. Important aspects of attending the University as a Student are having respect for the rights of others in the community, conducting oneself in a manner that is compatible with the University’s mission and taking responsibility for one’s actions. In addition to exhibiting appropriate maturity and self-control, Students, as members of the University community are expected to conduct themselves in accordance with established standards of behavior and social interaction.

To fulfill its functions of promoting and disseminating knowledge, the University has authority and responsibility for maintaining order and for taking appropriate action.

As members of the WSU community, Students should:

- Accept responsibility for personal behavior and appropriately challenge the behavior of others
- Respect individual differences
- Behave in a manner that is honest and upholds the standards of Wichita State University
- Be an engaged member of the Wichita State University community

The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights and responsibilities of all individuals. This Code of Conduct is designed for the promotion and protection of such an environment.

The Office of Student Conduct and Community Standards at Wichita State University (www.wichita.edu/studentconduct) promotes student learning and development and a campus culture of respect and responsibility. The complete WSU Student Code of Conduct, including the reporting and hearing processes, may be found at: http://webs.wichita.edu/inaudit/ch8_05.pdf

Students found in violation of any aspect of the Code of Conduct may be subject to dismissal from the program.

Academic Honesty Policy

Students at Wichita State University are expected to uphold high academic standards. WSU will not tolerate a lack of academic integrity. The Academic Honesty Policy allows for each college to determine outcomes for alleged violations of academic misconduct. The complete Student Academic Honesty Policy, including the appeal process, may be found at: http://webs.wichita.edu/inaudit/ch2_17.htm

1. Opportunities for learning at Wichita State University involve the students' right to express their views
and to take reasoned exception to the views of faculty; to examine all questions felt to be appropriate to a course of study; to be protected from improper disclosure or ridicule of their views and beliefs; to be tested and assessed in a fair and impartial manner; and to be treated with dignity and respect. Students are responsible, however, for learning the content of any course of study as outlined by their instructors, regardless of any views or judgments privately held and for demonstrating their attainment and performance regarding a course of study in an honest manner.

2. A standard of academic honesty, fairly applied to all students, is essential to a learning environment. Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the University. Violations of classroom standards of academic honesty include, but are not limited to:

   a. Cheating in any form, whether in formal examinations or elsewhere.
   b. Using or submitting the work of others as one's own original work without assigning proper credit to the source.
   c. Misrepresentation of any work done in or out of the classroom or in preparation for class.
   d. Falsification, forgery or alteration of any documents pertaining to academic records.
   e. Colluding with others in an effort to obtain a grade or credit not truly reflective of what the student knows or has learned.

Students violating such standards must accept the consequences and appropriately assessed penalties, which may include reprimand, a failing grade, or suspension or dismissal from an academic program or the University. Students accused of abridging a standard of academic honesty will be provided with mechanisms for review and appeal of decisions regarding allegations of academic misconduct.

3. The fundamental responsibility for the maintenance of the standards of academic honesty rests with each student. It is each student's responsibility to be familiar with University policy on academic honesty and to uphold standards of academic honesty at all times and in all situations.

Professional and Scholarly Integrity Training Requirement

Completion of a training program in professional and scholarly integrity is a graduation requirement for all masters and doctoral students enrolled at Wichita State University. The training, at a minimum, must cover these four topical areas:

1. Research misconduct;
2. Publication practices and responsible authorship;
3. Conflict of interest and commitment; and
4. Ethical issues in data acquisition, management, sharing and ownership.

Programs may add additional areas of needed training. The Graduate School expects that students will complete this training requirement by the end of their first year of graduate study at Wichita State University. The CSD Department has elected to use CITI (Collaborative Institutional Training Initiative) training modules and/or a course taught at WSU to comply with this requirement as listed below.

MA students must complete the following course modules on the CITI website prior to the start of their graduate program.

- **Students - Class projects, Basic Course [2 modules]**
  Students in Research; Belmont Report and CITI Course Introduction

- **Social and Behavioral Responsible Conduct of Research Course [11 modules]**
  Responsible Conduct of Research (RCR) Course Introduction; Using Animal Subjects in Research (RCR-Basic); Research Involving Human Subjects (RCR-Basic); Authorship (RCR-Basic); Collaborative Research (RCR-Basic); Conflicts of Interest (RCR-Basic); Data Management (RCR-Basic);
Grievance Procedures for Graduate Students

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or other matter, the student’s first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the department chair who will work to resolve the dispute. Should the department chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Graduate School to successfully resolve such issues.

These policies have been provided below and may be found at: 
http://catalog.wichita.edu/graduate/academics/grievance-procedures-academic-appeals/

INTRODUCTION: The following statements are designed to provide guidance to graduate students in protesting an actual or supposed circumstance in which they feel they have been wronged.

LIMITATIONS: Conflicts eligible for resolution under these procedures are restricted to academic matters other than grades. Disputes about grades are resolved through the Student Court of Academic Appeals. These procedures do not include conflicts covered by other policies in the University. Grievances can be initiated for circumstances that are within one year from the time of occurrence.

STEPS IN THE PROCESS:
1. A student with a grievance should first consult with the faculty member or administrator perceived to be causing the circumstance which has resulted in the feeling of being wronged and attempt to resolve the conflict at that level.
2. Failure to resolve the conflict in the first step may lead to an appeal at the chairperson or college dean level, depending on who is perceived as causing the circumstance. If available, the student should attempt to resolve the grievance through discussions with the department chairperson, college dean, or through utilization of departmental structures such as a student affairs committee which may exist for this purpose.
3. If the student has exhausted the remedies provided in steps 1 and 2, without success, he/she should schedule a meeting with the Dean of the Graduate School or his/her designee. Grievances or appeals must be presented in writing.

ROLE OF THE GRADUATE DEAN: The Dean of the Graduate School or his/her designee receives complaints or protests and decides whether to take direct administrative action to resolve the conflict or refer the grievance to the Graduate Council. A decision of the graduate dean may be appealed to the Graduate Council. The decision of the Dean of the Graduate School on recommendations received from the Graduate Council is final.

ROLE OF THE GRADUATE COUNCIL: In addition to being the elected representative of the Graduate Faculty, the Graduate Council serves as the Committee on Exceptions in an advisory capacity to the Dean of the Graduate School. This responsibility may be discharged by the Council acting as a Committee of the Whole, through Subcommittees, or Ad Hoc Committees Consisting of selected members of the Graduate Faculty and graduate student body. Conclusions reached by the Graduate Council will be transmitted as recommendations to the Dean of the Graduate School. The Graduate Council also serves as a Committee on Appeals if the student is dissatisfied with direct administrative action taken by the graduate dean. In such cases, the judgment of the Council is final.

The Department of Communication Sciences and Disorders at WSU expects students to follow the Grievance Policies and Procedures of the CSD Department, Graduate School, and WSU. If concerns still exist, students
may contact the Council on Academic Accreditation (CAA) at the ASHA Action Center [Members: 800-498-2071; Non-Members: 800-638-8255]. Further information may be found on the ASHA website at http://www.asha.org/academic/accreditation/accredmanual/section8.htm

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the “Family Educational Rights and Privacy Act of 1974” (FERPA), the following constitutes the institution’s policy on providing appropriate access to educational records, while protecting their confidentiality.

Wichita State University accords all rights under the law to students. Those rights are: 1) the right to inspect and review the student’s education records; 2) the right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights; 3) the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent; 4) the right to file with the U.S. Department of Education a complaint concerning alleged failures by Wichita State University to comply with the requirements of FERPA; and 5) the right to obtain a copy of Wichita State University’s student records policy. A complete copy of the policy may be found in the Wichita State Catalog. Students will be notified of their FERPA rights by publication in the Undergraduate and Graduate Catalogs.

A complete copy of the policy, including the definition of “directory information”, may be found in the Wichita State Graduate Catalog and at: https://www.wichita.edu/services/registrar/ferpa.php. Forms are provided on the Office of the Registrar’s website for consent to disclose educational records or to prevent disclosure of directory information.

Students wishing to inspect and review educational records maintained in the Department of Communication Sciences and Disorders or the Evelyn Hendren Cassat Speech-Language-Hearing Clinic must submit a written request to the Department Chair.

Release of information forms are also available to you in the CSD Department for the purposes of communicating with non-institutional persons or organizations at various stages of the clinical track program. Examples, among others, are:

- Communication with external clinical practicum sites/supervisors
- Supervisor references to prospective employers
- Reporting your progress prior to (and after) graduation to agencies for state licensure, hearing aid dispensing licenses, and applications for certification of clinical competence.

If your file is marked as “Confidential” with the Office of the Registrar because of a prior request to prevent disclosure of your directory information, departmental release forms will not be valid until that restriction is released.

Essential Functions for Academic and Clinical Success

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and audiology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills (endorsed by the Council of Academic Programs in Communication Sciences and Disorders, 2007) 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 (*), however, are skills that are more inherent and should be present when a student begins the program.

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

- Communicate proficiently in both oral and written English language. (Language to be determined by program).*
Possess reading and writing skills sufficient to meet curricular and clinical demands.*
Perceive and demonstrate appropriate non-verbal communication for culture and context.*
Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*
Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
Convey information accurately with relevance and cultural sensitivity.
Create a working alliance that communicates respect for client, families, peers, and clinical and academic faculty.
Use interactive and pragmatic skills effectively to control behavior (i.e., motivate, calm, excite, etc.).

**MOTOR** – A student most possess adequate motor skills to:
- Sustain 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 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.).

**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 limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions.
- Ask questions to take ownership of your learning and responsibility for any misunderstandings, misperceptions, and need for further clarification.
- Exhibit flexibility in thought and processes to meet the needs of the client.

**SENSORY / OBSERVATIONAL** – A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered: fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, 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 when a client’s family 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:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, positivity, encouragement for others, and act in a collegial manner.
- 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 (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.
- Maintain professional behavior despite personal or professional challenges.
- Show respect to client, families, peers, and clinical/academic faculty.
- Respect confidentiality of clients, peers, and families.
- Work hard, take initiative, and strive to go beyond the minimal requirements.
- Actively seek suggestions for improvement or extra learning opportunities.

**Accommodations for Learning and/or Physical Disability**

*Reasonable* accommodation of a physical (includes psychological or psychiatric) or learning disability will be provided if the Department of Communication Sciences and Disorders is notified in writing with appropriate documentation of the disability and approval by the WSU Office of Disability Services (ODS).

If you have a physical, psychiatric/emotional, or learning disability that may impact your ability to carry out assigned course work, you are encouraged to contact ODS; Grace Wilkie Hall, room 203, (316) 978-3309 (voice/tty) (316-854-3032 videophone). CSD will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by ODS without your written permission.

According to the WSU CSD Department, “in order to qualify for services, students must present written evidence from a qualified professional verifying their disability to the Director of ODS. All documentation received is confidential and will be kept in the Director's office. The federal definition is as follows:

“A person with a disability (handicap):
1. has a mental or physical impairment which substantially limits one or more of such person's major life activities,
2. has a record of such an impairment; or
3. is regarded as having such an impairment.”

“Major life activities” includes functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.”

ODS requires differing types of documentation based on the specific disability or disabilities. Detailed eligibility guidelines as well as documentation guidelines adopted by the Kansas Association of Higher Education and Disability are available on the ODS website ([https://www.wichita.edu/services/disability-services/Students/servicepolicies1.php](https://www.wichita.edu/services/disability-services/Students/servicepolicies1.php)).

Due to the nature of activities performed in many clinical settings, adequate accommodation may not be possible in all clinical or practical activities/settings for all documented disabilities and will be determined by the
CSD faculty on a case-by-case basis. **It is the student's responsibility to request a consideration of accommodation by contacting WSU Office of Disability Services.**

**Office of Technology Services / WIFI Access / WSU Help Desk**

The Office of Technology Services provides technology support and services for the College of Health Professions (CHP). A quiet computer and study lab for CHP students (100 Ahlberg Hall) is staffed during hours posted online at [www.wichita.edu/ots](http://www.wichita.edu/ots). Students have access to computers, printers, a photocopier, a video player, and carrels for studying.

Wireless access on campus is available to students in most buildings on the main campus and satellite campuses, including our clinic. How to connect? Find WSU Secure in the list of available networks and click “Connect”. A window will pop up asking for your password. Enter your myWSU ID and password. Need assistance, go to [https://www.wichita.edu/services/its/Wireless_network_more_info.php](https://www.wichita.edu/services/its/Wireless_network_more_info.php) for additional details.

The WSU Technology Help Desk answers a wide range of technical questions about the use of WSU services. You can ask for assistance in person at 120 Jabara Hall, by phone at (316) 978-4357, or email helpdesk@wichita.edu. Additional details about services/hours are online at [www.wichita.edu/helpdesk](http://www.wichita.edu/helpdesk).

**WSU Student Speech-Language-Hearing Association (WSUSSLHA)**

The Department of Communication Sciences and Disorders maintains a student organization called WSUSSLHA. This organization sponsors social and other events throughout the academic year and maintains an active Facebook group page. To join WSUSSLHA, contact Dr. Karissa Marble-Flint or Terese Conrad for more information.

Graduate students are also encouraged to join the student divisions of their professional organizations.

- The American Speech-Language-Hearing Association’s (ASHA) student division is the National Student Speech Language Hearing Association (NSSLHA). National NSSLHA membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services. See more at [https://www.nsslha.org/](https://www.nsslha.org/).

- The American Academy of Audiology’s (AAA) student division is the Student Academy of Audiology (SAA). See more at: [https://saa.audiology.org/](https://saa.audiology.org/).

- Become a student member of the Kansas Speech-Language-Hearing Association (KSHA) at [www.ksha.org](http://www.ksha.org). Look for information on the annual conference which is held in September.

**Program and Enrollment Fees**

All CSD students are assessed a fee of $15.00 per credit hour for all courses taken within the College of Health Professions.

All students who have a declared major within the Department of Communication Sciences and Disorders (CSD) are assessed a program fee in the amount of $50.00 per credit hour.

- Support maintenance, development and enhancement of clinical facilities, equipment, and research labs.
- Recruit, develop and retain high quality faculty and clinical educators.
- Support development and retention of clinical practicum opportunities in the community.
- Enhance computer software to support acquisition of data collection tools needed to meet accreditation requirements and maintain quality programs.

CSD students in the MA-CSD program are assessed an enrollment fee in the amount of $150.00 annually in the
These fees, pro-rated across your program, are used to cover costs for the following items:

- Consumables in the Speech-Language-Hearing Clinic (e.g., copies, paper, ink, test materials)
- Clinic name tags
- Training (e.g., CPR certification, First Aid)
- CALIPSO documentation system membership and one-time student registration
- Liability insurance premium
  Students who participate in clinical practicum are required to purchase liability insurance on a yearly basis for as long as they are engaged in a practicum in the CSD program. The department contracts for group coverage which provides each enrolled student coverage in the amount of $1,000,000/$3,000,000.
- Other related items, as appropriate.

Emergency Information

Emergency Alert System

The Shocker Alert System is the quickest way on campus to transmit emergency messages. In a designated emergency, a message will be sent to email accounts or via mobile/text messaging. The service is free and students may sign up through the University website at https://www.wichita.edu/services/shockeralert/. The Shocker Alert System will also advise students if the University closes due to adverse weather conditions. You can also call the inclement weather line at (316) 978-6633.

Fire, medical, or police services can be obtained via outdoor emergency telephone kiosks located around campus. Kiosks can be identified by an emergency logo and blue light source. Campus telephones are also available for emergencies. City of Wichita emergency services can be activated by dialing 911. The phone number for assistance from the WSU Police Department is 316-978-3450.

Tornado Emergency Shelter

- Tornado WATCH: Conditions are favorable for a tornado to develop in and close to the watch area.
- Tornado WARNING: A tornado has been sighted by spotters or is indicated by radar and is occurring or imminent in the warning area.
- Weekly Siren Test: Mondays at 12:00 PM

WHEN CITY SIRENS SOUND OR A TORNADO WARNING IS IN EFFECT, GO TO THE BASEMENT OF:

- Ablberg Hall via the northwest stairwell to Room 135 or
- Advanced Education in General Dentistry (AEGD) via the east door and stairwell. This building is located across the parking lot from the Cassat Speech-Language-Hearing Clinic.

Fire Emergency or Drill

Evacuate the building when fire alarm sounds. No exceptions!
In Ablberg Hall, use either the northeast or southeast stairs. Assemble on the far side of the east (faculty/staff) parking lot until the all clear is sounded by an Emergency Building Coordinator (EBC).

Active Shooter

Students are encouraged to review the Armed Intruder or Active Shooter and other important information related to campus safety available online at the WSU Campus Safety homepage: (https://www.wichita.edu/services/emergency/emergency_guide/armed_shooter.php).

Parking Permits / WSU Shuttle

Wichita State’s main campus is a permit-only parking environment on weekdays when classes are in session. WSU
students, faculty, staff and visitors wishing to park on campus during the enforcement period must register online with the Shocker Parking Management System to park legally. Visit www.wichita.edu/parking for details.

The WSU Shuttle System is a free service to students, faculty, staff and visitors to WSU. It is provided as an alternative to parking on the WSU main campus. There are two shuttle routes available: The Metroplex Route and the Campus Route. Visit www.wichita.edu/shuttle for details.

WSU English Language Proficiency Policy for Admission and Clinical Practice

Admission

The Graduate School at WSU has established an English Language Proficiency policy for applicants whose native language is not English. Admission to one of the graduate programs in the Department of Communication Sciences and Disorders requires a score of 100 on the TOEFL (iBT), with a minimum of 23 on the speaking portion of the iBT, a 600 on the TOEFL (PBT), a 7.5 on the IELTS, or a 73 on the PTE. The full WSU Graduate School English Language Proficiency policy can be accessed at the following URL: https://www.wichita.edu/academics/gradschool/ApplicationandAdmission/GradEnglishProficiency.php

Participation in Clinical Practice

All Master's graduate students enrolled in Communication Sciences and Disorders Programs at WSU must demonstrate communication competence consistent with ASHA Standards. Specifically, the student must demonstrate speech and language skills in English which are sufficient to achieve effective clinical and professional interaction with clients and relevant others. In addition to issues with spoken English proficiency, this policy applies to all types of communication differences and disorders with the potential to negatively impact clinical competence.

Any student, regardless of his or her native language, who is identified by an instructor, whether academic or clinical, as having spoken or written language proficiency that does not meet the above standard, will be offered the opportunity to receive assessment and intervention through appropriate venues, which may include the Wichita State University Speech-Language-Hearing Clinic and/or the WSU Intensive English Language Center. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others. Efforts will be made to assist students in arranging appropriate services/resources.

If a student has been identified as presenting a deficiency in spoken and/or written English, a decision about the appropriateness of continuation as a student clinician in the clinic will be made by the Clinic Director, Graduate Program Coordinator, and Department Chair on a case by-case basis. Students who have been identified as needing services to improve their English must be approved by the Clinic Director and Graduate Program Coordinator for admission into, or continuation of, the clinical practicum experience. (Approved by vote of the Department Faculty on February 10, 2017)

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU’s Concealed Carry Policy at https://www.wichita.edu/services/strategic_communications/wsunews/weapons_policy_documents.php and the Kansas Board of Regent’s policy at https://kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#weapons.

If you believe that there has been a violation of this policy, please contact the University Police Department at (316) 978-3450.
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ACADEMIC GUIDELINES

Scope of Practice

Scope of practice documents are an official policy of the American Speech-Language-Hearing Association (ASHA) defining the breadth of practice within the professions of speech-language pathology and audiology.

The speech-language pathologist is the professional who engages in clinical services, prevention, advocacy, education, administration, and research in the areas of communication and swallowing. Audiologists provide comprehensive diagnostic and treatment/rehabilitative services for auditory, vestibular, and related impairments. These services are provided to individuals across the life span from infancy through geriatrics; to individuals from diverse language, ethnic, cultural, and socioeconomic backgrounds; and to individuals who have multiple disabilities. Given the diversity of the client population, ASHA policy requires that these activities are conducted in a manner that takes into consideration the impact of culture and linguistic exposure/acquisition and uses the best available evidence for practice to ensure optimal outcomes for persons with communication disorders.

The complete scope of practice in speech-language pathology document is available on the ASHA website at https://www.asha.org/policy/SP2016-00343/.

Standards for the Certificate of Clinical Competence

The ASHA Certificate of Clinical Competence is the recognized professional credential for speech-language pathologists (CCC-SLP) and audiologists (CCC-A). The Master of Arts program in the Department of Communication Sciences and Disorders at Wichita State University is designed to provide the academic and clinical experiences required to obtain ASHA certification after successful completion of the degree program.

The complete set of standards and implementation procedures for audiology are available on the ASHA website at https://www.asha.org/Certification/2020-SLP-Certification-Standards/.

Advising and Plan of Study

In order to officially define a program of study for a graduate degree, MA students must have a Plan of Study Form leading to admission to candidacy. The Graduate Coordinator will organize the Plan of Study, and the student will sign it. The proposed plan identifying the program major code and completion option must be on file in the Graduate School office no later than the 20th day of the fall or spring semester, or the 10th day of the eight-week summer term, during the semester of graduation. The process of filing an acceptable Plan of Study is not complete until the student has received the approved copy from the Graduate School. Failure to meet the deadline for filing an acceptable Plan of Study may result in a delay in graduation or the loss of credit planned for use in the program.

CSD students are advised upon admission to the program regarding the academic requirements that are entered on the Plan of Study Form. In addition to the prescribed curriculum, students must first select the elective coursework they will complete and have those courses approved by their advisor or the Graduate Coordinator. Submission of the Plan of Study Form can be done once those approved courses are entered, which typically occurs prior to the end of their first spring semester in the program.

Students are also advised on a tentative clinical practicum sequence called the Plan of Practica. This sequence is created in consultation with your advisor, the Graduate Coordinator, and the Clinic Director. It is reviewed on a semester basis and acts only as a guideline for clinical scheduling while in residence at the Evelyn Hendren Cassat Speech-Language-Hearing Clinic and in external practicum sites prior to educational, medical, and residency placements during the final year of each program.
Curriculum for the Master of Arts

The Master of Arts curriculum includes a minimum of 61 hours in the following coursework, typically completed in a two-year, full-time sequence (5-6 semesters).

Core Courses (44 credit hours)
- CSD 705 Counseling in Communication Disorders (3 credit hours)
- CSD 710 Autism Spectrum Disorder (3 credit hours)
- CSD 809 Language and Literacy for Young Children: Assessment and Intervention (3 credit hours)
- CSD 810 Motor Speech Disorders (2 credit hours)
- CSD 811 Dysphagia (2 credit hours)
- CSD 811L Dysphagia Lab (2 credit hours)
- CSD 812 Aphasia (3 credit hours)
- CSD 814 Speech Sound Disorders (2 credit hours)
- CSD 815 Augmentative and Alternative Communication (2 credit hours)
- CSD 816 Language and Literacy for School-Age and Adolescents (3 credit hours)
- CSD 817 Voice Disorders (3 credit hours)
- CSD 818 Fluency Disorders (3 credit hours)
- CSD 819 Cognitive Communication Disorders (2 credit hours)
- CSD 832A Critical Thinking in Clinical Practice I (3 credit hours)
- CSD 832B Critical Thinking in Clinical Practice II (2 credit hours)
- CSD 832C Critical Thinking in Clinical Practice III (2 credit hours)
- CSD 836 Clinical and Research Writing (1 credit hour)
- CSD 837 Clinical Assessment of Speech-Language Disorders (1 credit hour)
- CSD 838 Supervisory Process in SLP and Audiology (1 credit hour)
- HP 801 Interprofessional Evidence-Based Practice (1 credit hour)

Practica (minimum 14 credit hours)
- CSD 821 Educational Settings Practicum (3 credit hours)
- CSD 822 General Clinic Practicum (7 credit hours)
- CSD 823 Medical Settings Practicum (3 credit hours)
- CSD 824 External Placement Practicum (optional) (various credit hours)
- CSD 831 Auditory Assessment-SLP Practicum (1 credit hour)

Research Project (3 credits)
- CSD 891 Nonthesis Research (3 credit hours)
- CSD 895 Thesis Research (2 credit hours) and CSD 899 Thesis (1 credit hour) (3 credit hours)

Prior to admission to the graduate program, students are expected to have completed the following courses:

Tool Subjects
Research Methods (independent research projects do not fulfill this requirement)

Additional Foundational Courses Required for ASHA Certification
- Biological Sciences (content cannot be related to CSD)
- Physical Sciences (must be a physics or chemistry course; content cannot be related to CSD; PHYS 210 is acceptable)
- Statistics (content cannot be research methods)
- Social Sciences and Behavioral Sciences (e.g., psychology, sociology, public health, or anthropology)
Prerequisites (WSU CSD undergraduate courses are in parentheses)
Acoustic and Perceptual Phonetics (CSD 506)
Anatomy and Physiology of the Speech Mechanism and Auditory System (CSD 301)
Applied Phonetics (CSD 306 and 306L)
Auditory Development and Disorders (CSD 251)
Aural Rehabilitation (CSD 504)
Communication in Special Populations: Aging (CSD 517) [optional]
Communication in Special Populations: Children (CSD 512)
Early Language Development (CSD 304)
Neuroscience for CSD/Health Professionals (HS 570, 571, 572, and 573)
Genetic and Organic Syndromes (CSD 519 and 521) [optional]

Please see Appendix A for the two-year sequence of courses (which is used for the Plan of Study)

Program Retention
Students not judged as performing satisfactorily academically, clinically, or by performance on the clinical and written comprehensive examinations will meet with the faculty and clinical supervisors of the MA program to discuss her or his progress and review the results of the evaluations.

A Plan of Remediation will be developed by the program faculty and clinical supervisors (as appropriate) during the evaluation meeting with the student. A time frame during which improvements in performance are expected will be discussed with the student. If significant improvements in performance, either on the written examination or clinical performance demonstrating improved competence are not demonstrated within a specified period of time as determined by faculty and clinical supervisors, not to exceed two semesters (including summer), then dismissal from the program will be instituted.

Grades of C+ (2.33 points per credit hour) or lower in any class or clinical experience, a GPA that drops below the required 3.25 GPA, or any unprofessional behavior including cheating, plagiarism, or other unprofessional behavior during coursework or clinical experiences during the program of study will result in an Academic Warning which will be placed in the student's file. Two Academic Warnings will result in the student's dismissal from the program.

Research Guidelines

Each student in the Master of Arts program will complete either a thesis or nonthesis research project prior to the completion of their program. Both projects are expected to result in products that will be presented in a professional venue (e.g., WSU’s Graduate Research and Scholarly Projects forum (GRASP), the annual meeting of the Kansas Speech-Language-Hearing Association or the American Speech-Language-Hearing Association). Students will work with an assigned faculty member for their research projects. Faculty are assigned based on student interest areas and/or on-going faculty research projects.

A thesis is typically an independent project in which a student collects data and analyzes findings. It requires a review of literature, methods, results, and discussion sections. A thesis is completed under the direction of a faculty mentor. Another departmental faculty member and a faculty member from outside of the CSD Department are also involved in a thesis project. Students enroll in a total of three (3) credit hours (CSD 895 [2 hours] and CSD 899 [1 hour].

The nonthesis project may be completed in teams (usually no more than 2 or 3 students per project). These projects may involve an aspect of a larger project where the students are collecting or analyzing a portion of the data that makes up a bigger research project. These projects may also involve qualitative data analysis or survey methods. Students enroll in a total of three (3) credit hours of CSD 891.
Application for Degree Procedures and Timelines

All graduate degree candidates are required to formally file the Application for Degree and Exit Survey with the Graduate School at the beginning of their last semester in the program. The application is located under “Graduation Links” in the myWSU portal. **Fee: $15.00**

The timelines for the application for degree and all graduation requirements are posted at: [https://www.wichita.edu/academics/gradschool/DegreeCompletion/Deadlines.php](https://www.wichita.edu/academics/gradschool/DegreeCompletion/Deadlines.php)

**Failure to meet posted filing deadlines will result in a delay in graduation!**

Students should compare their plan of study against their transcripts at the beginning of their final semester. Revisions to the plan of study must be submitted if there are inconsistencies and requests should be made to the instructor of any courses with incomplete grades. Notifications of the completion of graduation requirements will be sent to the Graduate School after clinical hours from the final practicum course have been submitted to the Clinic Director. Practicums that end beyond the posted deadline will most likely also have a delayed graduation date if the University has already processed student records for that semester.

Graduation Requirements

To successfully complete the MA program, students must:

1. Maintain/earn a grade point average of at least 3.000 in all courses on the WSU Plan of Study (excluding transfer work) and for all graduate level coursework taken at WSU. Additional policies are printed in the **Degree and Certificate Completion** section of the WSU Graduate Catalog.

2. Complete a mentored research project and oral presentation during their second year.
   - **Nonthesis:** Submit a copy of the presentation to the CSD Department for archiving.
   - **Thesis:** Submit final electronic copy of the thesis to the Graduate School after oral defense.

3. Achieve a passing score on the PRAXIS examination in Speech-Language Pathology and report the official result to (1) the CSD Department, (2) the American Speech-Language-Hearing Association (ASHA), and (3) the Kansas Department for Aging and Disability Services (KDADS) if the student is planning on remaining in Kansas after graduation. For students moving to other states, the third set of official scores should be send to the states’ respective licensure boards. Contact the Graduate Coordinator for guidance.
   - Testing windows are scheduled on a monthly basis. Plan accordingly as it can take up to 4 weeks for official results to arrive.
   - **Recipient codes:**
     - 0098 – WSU Department of Communication Sciences and Disorders
     - 5031 – American Speech-Language-Hearing Association (ASHA)
     - 7272 – Kansas Department for Aging and Disability Services (KDADS)  
   - **Passing score:** 162
     - The PRAXIS exam serves as the comprehensive examination for the MA degree. An alternate comprehensive exam will be administered within the CSD Department if a student does not pass the PRAXIS exam after two attempts prior to graduation. A passing score on the PRAXIS exam is still required for state licensure and ASHA certification.

4. Have sufficient clinical clock hours (at least 25 observation hours and at least 375 clinical contact hours) to satisfy American Speech-Language-Hearing Association (ASHA) requirements for the Certificate of Clinical Competence (CCC).
• Students must complete their final practicum entirely regardless of whether or not they have earned the minimum amount of clinical hours required for ASHA certification.

5. Demonstrate competence in clinical knowledge and skills.

Commencement

Degrees are conferred at the close of the summer (July/August), fall (December), and spring (May) semesters. Commencement ceremonies are held only in December and May. Details are available online at www.wichita.edu/commencement.

All master's degree candidates for spring and summer graduation are eligible to participate in the May ceremony, while candidates for the fall semester are eligible to participate in the December ceremony.

Regalia for the commencement ceremony is sold at the University Bookstore, located inside the Rhatigan Student Center. The graduate hood color for MA-CSD programs is WHITE with the University’s black and gold.

Professional Credentialing

State Licensure

The CSD Department will send a memo to the State of Kansas licensing agency listed below at the conclusion of each student’s program verifying the completion of all coursework and clinical hours. It is the student’s responsibility to complete all other application requirements for state licensure.

- Kansas Department for Aging and Disability Services (KDADS), Health Occupations Credentialing Website: http://www.kdads.ks.gov/commissions/scc/health-occupations-credentialing
  Contact: Wendy Davis, Licensing Administrator: (785) 296-0061  wendy.davis@ks.gov

Applying to another state? Students should consult the ASHA website (https://www.asha.org/advocacy/state/) for information on the licensing requirements and contact information for all state agencies. Contact the Graduate Coordinator for guidance.

Clinical Fellowship (CF) / ASHA Membership and Certification (CCC)

Consult the ASHA website (https://www.asha.org/certification/) for details regarding clinical fellowship and/or certification requirements for each discipline. Review the membership dues information for details about discounts for recent graduates and NSSLHA members.

Students complete all pages of the current Application for the Certificate of Clinical Competence for their discipline and send them to the CSD Department for signature. The original pages are either picked up by the student or returned to the student by mail. It is the student’s responsibility to submit the application to ASHA. The departmental signature can be requested at the conclusion of the program or near the end of a clinical fellowship experience if one is required.

Availability of Transcripts and Diplomas

Students may request final transcripts and diplomas from the WSU Registrar (www.wichita.edu/transcript). Official transcripts with a degree statement (including graduation date, degree awarded, and any institutional honors earned) are available approximately one month after the semester’s last grading period has concluded. For example, transcripts may be available beginning mid-June for spring graduates or mid-August for summer graduates.

Students may request a degree verification letter from the WSU Graduate School if documentation of the degree is needed in the interim between the end of term and availability of transcripts. This letter will only be generated
after all degree requirements have been met and grades in all courses listed on the Plan of Study have been finalized by the Registrar.

**Other Employment Resources**

GENERAL CLINIC INFORMATION

Mission Statement

To provide opportunities for graduate students to develop their clinical knowledge and skills directed by certified professional supervisors.

The clinic objectives are to:
- Provide clinical services to individuals with communicative and hearing disorders
- Provide consultative services to agencies in the community
- Provide facilities and opportunities for students to develop diagnostic and clinical skills to demonstrate competencies required for entry in the professions
- Promote the generation and dissemination of new information through clinically applicable research.

Code of Ethics

All faculty, staff and students who participate in service delivery in the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic must follow the Code of Ethics of the American Speech-Language-Hearing Association (ASHA). You are expected to know this code and follow it in all clinical practice. Questions regarding interpretation of the Code of Ethics can be referred to clinical supervisors and faculty or to the ASHA Action Center [Members: 800-498-2071; Non-Members: 800-638-8255].

The ASHA Code of Ethics may be found at:  www.asha.org/code-of-ethics

Standard Precautions

Standard Precautions were once known as "Universal Precautions." The Centers for Disease Control and Prevention (CDC) recommend certain practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are recognized as at-risk to occupational exposure for blood-borne pathogens. Students will complete these modules through clinical courses.

Standard Precautions include hand hygiene, isolation precautions, wearing personal protective equipment, following needle safety and sharps procedures and disposal, medical waste disposal, and sterilization of reusable equipment.


Background Checks / Substance Abuse Policy

Before participating in clinical practicum and/or patient care activities, all students will be required to pass a background check. Students are required to obtain the background check according to guidelines provided with their admission letter. Prior misdemeanor or felony convictions reported by the student will be reviewed on an individual basis. Verification of this background check will be sent to the affiliated facility when a student is completing an off-campus practicum experience.

It is the policy of the Evelyn Hendren Cassat Speech-Language-Hearing Clinic that no student shall report to a clinical assignment with the presence of illegal drugs or alcohol in his or her body. Suspicion of substance abuse may include: (1) observable phenomena while in the clinic, such as direct observation of the manifestations of being under the influence of a drug or alcohol; (2) abnormal conduct or erratic behavior while in the clinic or a significant deterioration in performance of clinical duties; or (3) a report of drug use provided by a reliable and credible source and independently corroborated. Any student determined to be in violation of this policy is subject to disciplinary action, which may include termination from the program, even for the first offense.
A student may appeal this decision and/or request readmission to a practicum assignment in writing to the CSD Department Chair and the Clinic Director.

Medical Clearance

Participation in clinical practicum requires that students obtain medical clearance prior to the start of any practicum course. This medical clearance includes the following:

- Proof of a negative TB test must be submitted prior to your initial practicum and annually thereafter.
- Proof of a medical physical examination must be submitted prior to your initial practicum and annually thereafter.
- Proof that all immunizations required of students enrolled in undergraduate and graduate academic/clinical programs housed within the College of Health Professions are up to date. These requirements will typically follow the guidelines from the Centers for Disease Control and Prevention (CDC) for health professionals.
- Any other requirements stipulated by the College of Health Professions or Student Health Services

Confidentiality and 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 considered as protected health information (PHI) and should not be distributed without permission: name of client, diagnosis, family information, date of admission, date of evaluation or treatment, street address, city, state, zip code, date of birth, phone number, social security number, medical record number, or any clinical data and reports.

Confidentiality of information about clinic clients and their families is essential. Information provided by clients or about clients from other professionals and agencies is protected by law. Clients are not to be discussed outside of appropriate clinical areas or faculty/staff offices. Written information about clients should not be left in public areas. Clinic records may not be removed from client folders. If students need to take information home for planning or reporting purposes, notes can be written as long as they do not contain identifying information.

If a client’s parent asks to see his/her child’s file, the supervisor should be contacted. The clinic must comply with the freedom of information requests but the supervisor has the right to be present to interpret the reports. Under no circumstances should a student release information either orally or in writing without the supervisor’s consent. A release of information form must be signed by the client or responsible party before reports can be transmitted to other professionals or agencies.

If e-mail will be used to send reports to supervisors, all PHI must be removed. For added security, the following disclaimer must be included in the body of the e-mail:

IMPORTANT NOTICE: This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you have received this message in error, you are hereby notified that we do not consent to any reading, dissemination, distribution or copying of this message. If you have received this communication in error, please notify the sender immediately and destroy the transmitted information.

Presence of Students’ Children/Family Members in the Clinic

It is the policy of the SLH Clinic to discourage students from bringing their children/family members to classes and clinic sessions as well as to work/play areas in the clinic/offices. Confidentiality prohibits children from observing clinic sessions and visiting or staying in the work areas. Furthermore, the presence of children can
disrupt classroom/clinic organization. The Clinic recognizes, however, that extenuating circumstances occur in which alternative child-care arrangements cannot be made. In such events, limited permission may be granted on an individual basis through prior contact with the clinical supervisor or Clinic Director.

In some cases, a student’s children may be recruited to serve as peer models or conversation partners for various clinical groups. In this case, permission to be in the Clinic will be authorized by the clinical supervisor.

**Student Clinician Dress Code / Personal Grooming Policy**

The personal grooming of all student clinicians and observers must be appropriate to the professional atmosphere. Clothing should be neat and clean and should allow freedom of movement. The clinic shirts that you have purchased are considered clinic attire and should be worn when you are seeing clients. Clinic-issued nametags are to be worn on the shirt when providing clinical services. When you are not seeing clients, but are within ANY part of the clinic area, which includes the 148 conference room and student workrooms, you are required to refrain from wearing any of the items listed below in the “inappropriate in the clinical setting” list. It is up to the discretion of your external supervisor whether clinic shirts are to be worn at external practicum sites and additional dress code regulations may be required of students while at an off-campus facility.

The following items will be considered *inappropriate* in the clinical setting at all times:

- tight fitting and/or extremely revealing clothing
- shorts of any kind or excessively short skirts
- denim jeans
- sweat shirts and/or pants; yoga pants
- athletic tennis shoes
- excessive or strong perfume
- visible tattoos or body piercings (tongue, lip, eyebrow, etc.)
- multiple ear piercing beyond one single piercing in the ear lobe.
- non-WSU logo apparel
- flip flops
- long or artificial fingernails or excessive decorative fingernail polish
- tights that are not covered by a top that extends past your bottom

The following requirements that are *appropriate* in the clinical setting:

- Hair style should be neat, clean and in good taste. Human hair colors only.
- Jewelry must be professional and discreet.
- Clothes must cover all undergarments and be of a length that covers chest, stomach area and lower back at all times.
- Skirts must be at least knee length when the student is standing.
- Shirts and pants must cover cleavage, stomach, and lower back at all times, including when the student clinician is bending, stooping, or reaching.
- Capri pants must be below the knee.
- Sandals are allowed if they appear professional.
- Denim is allowed in skirts, vests, or jackets.
- Solid colors are required in pants, sweaters, and undershirts.
- See attached link for additional options for ordering clinic attire
  

Clinic attire is required anytime you are in the Clinic to see clients or families. If an item is in doubt, it is suggested that you bring a change of clothes as a back-up plan. The supervisor will have final authority as to what is appropriate dress or grooming. Student clinicians may be prevented from participating in Clinic activities if it is determined that dress and/or grooming are inappropriate.
Individuals who have questions concerning the dress code/grooming policy, should contact the Clinic Director or their supervisor.

**Social Media Guidelines**

*Adapted from the Indiana University School of Medicine Guidelines for Online Social Networking*

[https://medicine.iu.edu/wp-content/uploads/31-Social-Media.x32086.pdf]

Online social networks such as Facebook and Twitter have become popular communication tools. These forums offer unique opportunities for people to interact and keep in contact, and have great potential to augment friendships and professional interactions. As professionals with a unique social obligation, speech-language pathology and audiology students as well as faculty and staff must be cognizant of the public nature of these forums and the permanent nature of postings therein. While these sites offer terrific potential to bolster communication with friends and colleagues, they are also a potential forum for lapses of professionalism and professional behavior. These sites may give the impression of privacy, but postings and other data should be considered in the public realm and freely visible by many people.

The following guidelines apply to the use of social media by CSD faculty, staff and students. Social media guidelines for WSU departments and employees are available on the Visual Identity Standards website [https://www.wichita.edu/services/strategic_communications/brand_standards/social_media_playbook.php].

1. Interactions with clients on these sites is not acceptable. Interactions between students and faculty or clinical supervisors is strongly discouraged.
2. Postings on social network sites are subject to the same professionalism standards as any other personal interactions. The permanence and written nature of these postings make them even more subject to scrutiny than most other forms of communication. Students may be subject to disciplinary actions within the Department for comments that are either unprofessional or violate client privacy. Statements made by you on online networks will be treated as if you verbally made the statement in a public place.
3. In online social networks, the lines between public and private, personal and professional are blurred. Just by identifying yourself as a WSU student or staff member, you are creating perceptions about WSU to all you have access to your profile. Be sure that all content associated with you is consistent with your position at the school and WSU’s values and professional standards.
4. Use of these social networking sites can have legal ramifications. Comments made regarding care of clients or that portray you or a colleague in an unprofessional manner can be used in court or other disciplinary proceedings (e.g., State Licensing Boards).
5. Unprofessional postings by others on your page reflect very poorly on you. Please monitor others’ postings on your profile and work to ensure that the content would not be viewed as unprofessional. It may be useful to block postings from individuals who post unprofessional content.
6. Keep in mind that statements and photos posted on these sites are potentially viewable by future employers, and even if deleted can be recovered under certain circumstances. Be aware too, that images can be downloaded by and forwarded to others. It is not uncommon for potential employers to search for the social network profiles of potential hires, and there are many examples of people not being offered a job because of findings on social networking sites.
7. Relationships online with supervisors and faculty or other students are governed by the WSU policy against sexual harassment. Cyber stalking, requests from those who you supervise to engage in activities outside of work, and inappropriate postings to social networking sites while supervising trainees can all be considered forms of sexual harassment.
8. It is advisable that you set your privacy profile so that only those people to whom you provide access may see your personal information and photos.
9. Avoid sharing identification numbers (e.g., address, phone numbers, birthdate or other data that could be used to obtain your personal records) on your personal profile.
10. Others may post photos of you and may “tag” you in the photos. It is your responsibility to make sure that these photos are appropriate and not embarrassing or professionally compromising. It is wise to “untag” yourself from any photos as a general rule and to refrain from tagging others unless you have explicit permission to do so.
11. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations.

12. Online discussions of specific clients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the client to which you are referring based on the context of your post.

13. Refrain from accessing personal social networking sites while at work or in clinical work areas.

**Attendance and Absences**

Students are to arrive at the Clinic or rotation sites a minimum of 15 minutes prior to the scheduled appointment time. All materials should be prepared and the treatment room set-up prior to the start of the session. For audiology clients, sessions are to be finished and the room vacated 5 minutes prior to the start of the next session.

Unexcused absences from the clinic or clinical rotations will not be tolerated. After any unexcused absence, the clinician must meet with the supervisor to determine appropriate disciplinary action.

Excused absences, defined as absences in which the clinical supervisor was notified prior to the client’s arrival (preferably 24 hours when possible), should occur only in emergencies such as illness. If you are ill, please do not come to clinic. When you have had a fever that is greater than 100.4 degrees, vomiting, or uncontrolled gastrointestinal issues, please do not return to clinic until you have gone 24 hours without these symptoms. Reasons that would not justify an excused absence include studying, working on class projects, working as a graduate assistant or other employment, scheduled non-emergency appointments, etc. If a situation arises that causes the clinician to need an excused absence:

The first course of action is to contact fellow students and try to find a “substitute clinician” (WSU clinic only, not rotations). Then, the clinician is to call his/her clinical supervisor to inform them why the clinician will not be there and who will be “filling in.”

**Mailboxes / Email**

All student are assigned a mailbox in the Clinic Records Room. Clinicians must check their mailboxes, email, and message board in the clinic on a regular basis, and are encouraged to do so frequently each day. Mailboxes should be cleaned out at the end of the semester. Clinicians are not to remove items from another clinician’s mailbox without authorization.

Students are required to use their student “@shockers.wichita.edu” email account for ALL email communications with clients/guardians and clinical supervisors. Keep your personal and professional lives separate! Personal email accounts (Gmail, Yahoo, etc.) are not appropriate for clinic business.

**Student Workroom Lockers**

Students will be assigned a locker in the student workroom. Students may purchase locks to secure items in the lockers. In order to accommodate all students, two students may share one locker. Although locks may be used for security, it should be noted that valuables should be kept in one’s possession or locked in cars. Lockers must be cleaned and locks removed by the final day of each semester. Any remaining locks will be cut and items may be discarded.

**Copier Privileges**

Each CSD student with a Copier-Printer Access Code is allotted 500 black and white copies/prints and 10 color copies/prints per academic semester. This is slightly adjusted depending on the rotation you are in. When these limits are exceeded, the student access code will be disabled and any copying and printing will need to go through the Administrative Assistant. A charge of $0.05 per copy will be assessed and due upon job completion. Copier/printer usage will be actively monitored. Clinic staff will do their best to inform students if
they are approaching the semester limit and students may request a usage reading at any time. Unused copying and printing amounts do not accumulate from one academic semester to the next.

iPad® Check-Out and Usage Policy

The Evelyn Hendren Cassat Speech-Language-Hearing Clinic has a set of ten (10) 32 GB iPad2 devices (with camera) available for clinical/research purposes. Students, faculty and staff in the Department of Communication Sciences and Disorders are eligible to use these iPads. Guests and other affiliated personnel are not eligible to use these iPads. Each iPad is pre-loaded with a variety of apps. The specific apps loaded on a specific iPad are identified in the black notebook found with the iPad storage case.

Students may use an iPad for two (2) hours at a time but they can only be used in the Clinic area. A longer period of time may be approved by a supervisor. iPads must be returned to the front desk when not in use. The borrower is responsible for any loss or damage to the device while it is checked out to him/her. iPads may be reserved at the front desk in the reservation binder. It is the borrower’s responsibility to be sure that a specific iPad has not been reserved before taking it for their own use.

Students will fill out an iPad Checkout Form located in the Clinic office. When returning the iPad, remove the colored iPad Checkout Form. iPads must be returned to the charging station by the close of clinic each night.

Students may NOT download apps (free or otherwise) directly onto a Clinic iPad for clinic purposes --- only the Clinical Supervisor has the authority to download an app. All apps requiring purchase MUST be installed through the University’s Information Technology Services department. Any app installed on an iPad that is not part of the Department's preloaded and approved list is subject to be erased from the iPad at any time for any reason, and the user may lose all privileges for further iPad use. After each use of an iPad, remove any videos or pictures you have put on the device. Any video or other personal information left on the iPad may be subject to deletion at any time as well.

CSD students will be asked to sign a copy of the iPad Lending Agreement annually (see Appendix A).

Poster/Flyer Policy for University Grounds and Facilities (Sidewalk Chalk)

As you plan your clinical activities, please be aware that sidewalk chalk is not permitted on University facilities. The full policy is available at: [http://webs.wichita.edu/inaudit/ch11_10.htm](http://webs.wichita.edu/inaudit/ch11_10.htm).

Client Files / Point and Click

Client files, prior to the installation of Point and Click Electronic Medical Records, are located in the Clinic Records Room. Files are arranged alphabetically according to the client’s last name. Since the installation of the Point and Click installation, new client files are scanned into the records system and a paper file is not generated. No client paper files may be taken out of the clinic area! Information from the files may be photocopied with all identifying information removed for clinician use. Drafts of client reports should be shredded in the clinic.

Client paper and electronic files should be kept up to date. This includes making sure all information is recorded correctly (e.g., HA info cards), phone numbers are accurate, HIPAA form signed, reports signed, clinical action page completed etc.

We transitioned to an electronic health records system called Point and Click in April 2016. Policies and procedures for using this system during clinical practicum at the Evelyn Hendren Cassat Speech-Language-Hearing Clinic have been distributed to faculty, clinical educators, and students as they became available. All new CSD speech language and audiology graduate students will receive training in using the system. Questions regarding access to/use of this system should be addressed to your clinical supervisor, the Clinic Director, or Coni Nutter.
Clinical Practicum Requirements

The primary purpose of clinical practicum is to help students become competent in the assessment and treatment of various communication disorders. For this reason, students are required to be continuously enrolled in practicum courses during their graduate work, regardless of whether they have met the ASHA clock-hour requirements in certain categories.

1. Students are required to complete clinical practicum hours in accordance with the current standards of the American Speech-Language-Hearing Association (ASHA).
2. Any new clinician who has had prior supervised clinical observation hours and/or experience at another institution must provide a copy of these clock hours during the first semester in which they enter the program. This form must be signed by a supervisor who holds the ASHA Certificate of Clinical Competence (CCC-SLP or CCC-A).
3. Although the facility has a responsibility to help students obtain clinical competencies and hours to be eligible for ASHA certification, students are responsible for keeping track of their clinical hours and informing the supervisors of any specific needs.

CALIPSO

Wichita State University uses the CALIPSO web-based application for tracking the development of knowledge and skills for each graduate student. In addition, CALIPSO allows for tracking clock hours and competencies. CALIPSO manages key aspects of clinical education designed specifically for training programs in speech-language pathology and audiology. It offers the unique feature of interactive and customized data dashboards that enable interaction between students and supervisors.

At the start of your graduate program, you will be provided with instructions on how to use the program and a PIN number to register your CALIPSO account. Your login will always be your WSU student email account address (e.g., jxsmith1@shockers.wichita.edu) and the password will be the one you generate during the registration process. Students are expected to enter both their contact information and at least one emergency contact on their CALIPSO account and to update them at the start of each semester throughout the program.

Throughout their graduate program, each student must adhere to departmental notifications and policies for keeping his/her CALIPSO account current and complete. This includes scanning in of documents into your local folder under the blue “clinical placement” link and selecting “public.” This will allow only you and your supervisors to have access to these documents from CALIPSO. Documents to be scanned by students include the Clinical Development Outline, Student Assistance Plans, and immunization records. Students are required to create a daily log entry in CALIPSO for every client session on the day the session is completed! Clock hours are to be submitted to each supervisor for approval twice each semester – at midterm and at the conclusion of the semester. Supervisors may request more frequent updates from students at their discretion. Forms are available in CALIPSO should students want to keep a duplicate paper record of hours for their own records. Semester clinical grades may be delayed if clock hours are not submitted and approved on time for that semester.

At the conclusion of each clinical experience, students are required to meet with their supervisor(s) to discuss the evaluation(s) that will help determine their semester clinic grade. If the student was supervised by more than one person, each supervisor will submit a separate evaluation which will be weighted based on the percentage of clock hours with that student. Students are also expected to complete a Supervisor Feedback Form at the end of each semester for every supervisor they have worked with that term. This feedback is reviewed by the Clinic Director or a designated person with administrator level access in the program prior to being sent to the supervisor. The feedback form will be anonymous to the supervisor.

All students are expected to monitor their progress regarding completion of the ASHA certification standards in place at the time they intend to apply for clinical certification. In CALIPSO, clinical competencies are tracked in the “Cumulative Evaluation” section and competencies/learning objectives obtained through academic coursework are tracked in the “KASA” section. The Cumulative Evaluation section is populated by results from supervisor evaluations submitted throughout the program; an average result of Adequate (3.0) is required in each
Competency listed. Prior to graduation, students must have met the required amount of clinical clock hours, have a completed KASA, and have no flagged (orange) items on their Cumulative Evaluation. The program reserves the right to request additional information throughout the program in order to verify a student’s completion of clinical certification and state licensure requirements. Approximately one month after graduation, the students will be locked out of CALIPSO to limit access for FERPA purposes. All information that the student wants copies of, should be printed prior to being locked out.

**SIMUCASE™**

MA-SLP students can earn some clinical clockhours using virtual cases. The CSD Program uses SimuCase™ to that end.

“SimuCase is a web-based simulated case study application designed to support best practice in speech-language pathology. It provides numerous cases in multiple settings. This learning tool encourages the user to measure and improve clinical decision-making in the area of assessment and intervention. Users might be university students, practicing speech-language pathologists, speech-language pathology assistants, or those who want more experience in with a specific type of case. The user practices screening, assessment, and intervention methods while interacting with virtual clients, family members, and professionals. By asking the right questions, collaborating with appropriate professionals, and using proper assessment and intervention tools, the user can make a diagnosis and recommendation. Virtual simulations allow practice in a safe, nonthreatening environment and are intended to build knowledge, skill, and professional judgment—qualities that contribute to successful, competent clinicians” (SimuCase™ User Guide 3.0, page 5).

SimuCase™ will be a required “textbook” for the 822 clinical practicum. The student will be required to sign up and pay for this access at the beginning of their first semester during the week of boot camp.

**Clinic Hours Policy**

The clinic hours operate from 7:30 a.m. to 8:00 p.m. Monday through Thursday during the Fall and Spring semesters, and 8:00 a.m. to 6:00 p.m. on Fridays. This schedule changes slightly when clinic is not in session or during the summer semester. Students are not allowed to remain in the clinic outside this timeframe unless previously cleared with a faculty or clinical supervisor. In the event that arrangements are made, an employee of the clinic must be present on site during this time.
FORMATIVE & SUMMATIVE STUDENT EVALUATION & REMEDIATION FOR THE CLINICAL PRACTICUM

Student Evaluation for Clinical Performance

CSD coursework and essential functions should be considered as a baseline of required information to be permitted to participate in clinical education. Although evaluation of learning will be based on the ASHA Standards and competencies, it will not necessarily be limited to these. Exceptional performance, as indicated by the grades of A and B, will require additional independence in research, study, integration, and application by the student beyond the learning objectives. Evaluation of learning will be determined utilizing various formats (e.g., objective testing, case studies, written skills, verbal skills, small group work, data collection, and performance of clinical skills).

Students will be evaluated based on clinical standards and competencies, and on professional behaviors (e.g., Essential Functions for Academic and Clinical Success) by a binary system (e.g., met or not met). These components will be scored in CALIPSO as clinical performance evaluations at midterm and/or the end of the semester (midterm evaluations are not typically completed during the Summer semester). Evaluations will be completed by those supervising in the current clinical experience. All components of this evaluation process must be successfully completed to be eligible for graduation from the Wichita State University Master of Arts in Speech-Language Pathology Program.

Clinical Development Outline

Every new student will start the program with a Clinical Development Outline (CDO; see Appendix B, Appendix C, and Appendix D). The student must meet the requirements of the university as well as demonstrate a set of knowledge and skills as defined by ASHA certification standards. It is possible for a student to make a passing grade in a course/practicum and still not demonstrate all of the knowledge and skills covered in the course or expected in practice. The areas of study requiring attention will be identified when a student does not meet a competency in a course or clinical experience. Goals and recommendations will be developed for the student to complete in order to demonstrate competency in the areas(s) identified. The individual who initiates the development outline will determine if the goals have been achieved in the designated time frame. A copy of the outline is distributed to the student at the beginning of the semester. The supervising clinician will keep the original of the CDO throughout the semester until it is either met or completed. At that time, it will be scanned into the local folder in CALIPSO by the student as described in the CALIPSO section above. For students who do not meet the objectives of the Clinical Development Outline, a Student Assistance Plan will be developed.

Clinical Standards and Competencies Grading System

Students’ first semester in clinic is Clinical Practicum I. Students’ second semester in clinic is Clinical Practicum II, and so on. Most students will finish Clinical Practicum IV prior to enrolling in external practica, CSD 821 Educational Practicum and CSD 823 Medical Practicum. Rarely, students will have Clinical Practicum V before they enroll in external practica.

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.
### Clinical Practica I – II

#### Average Points Earned on Student Clinical Performance Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 - 5.00</td>
<td>A</td>
<td>4.00</td>
<td>Mastered: Skill is consistent and well developed.</td>
</tr>
<tr>
<td>3.69 - 3.99</td>
<td>A-</td>
<td>3.67</td>
<td>Competent: Skill is developed/implemented most of the time and needs continued refinement or consistency.</td>
</tr>
<tr>
<td>3.38 – 3.68</td>
<td>B+</td>
<td>3.33</td>
<td>Adequate: Skill is present and needs further development, refinement or consistency.</td>
</tr>
<tr>
<td>3.07 – 3.37</td>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>2.76 – 3.06</td>
<td>B-</td>
<td>2.67</td>
<td>Emerging: Skill is emerging, but is inconsistent or inadequate.</td>
</tr>
<tr>
<td>2.45 – 2.75</td>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>2.14 – 2.44</td>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>1.83 – 2.13</td>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>1.52 – 1.82</td>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>1.21 – 1.51</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1.00 - 1.20</td>
<td>D-</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Below 1.00</td>
<td>F</td>
<td>0.00</td>
<td>Not Evident: Skill not evident most of the time.</td>
</tr>
<tr>
<td>Average Points Earned on Student Clinical Performance Evaluation</td>
<td>Letter Grade</td>
<td>Grade Points</td>
<td>Interpretation</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Clinical Practicum III – V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.27 - 5.00</td>
<td>A</td>
<td>4.00</td>
<td>Mastered: Skill is consistent and well developed.</td>
</tr>
<tr>
<td>3.96 - 4.26</td>
<td>A-</td>
<td>3.67</td>
<td>Competent: Skill is developed/implemented most of the time and needs continued refinement or consistency.</td>
</tr>
<tr>
<td>3.65 - 3.95</td>
<td>B+</td>
<td>3.33</td>
<td>Adequate: Skill is present and needs further development, refinement or consistency.</td>
</tr>
<tr>
<td>3.34 - 3.64</td>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>3.03 - 3.33</td>
<td>B-</td>
<td>2.67</td>
<td>Emerging: Skill is emerging, but is inconsistent or inadequate.</td>
</tr>
<tr>
<td>2.72 - 3.02</td>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>2.41 - 2.71</td>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>2.10 – 2.40</td>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>1.79 – 2.09</td>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>1.48 – 1.78</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1.17 – 1.47</td>
<td>D-</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Below 1.17</td>
<td>F</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Students will receive a numerical grade for each rotation reflecting the various components of the clinical skills, competencies, and standards. Numerical grades will be determined based on the following categories depending on level of independence from supervisor:

- Problem solving/critical thinking
- Data collection
- Ability to provide assessment
- Ability to provide written and verbal feedback to client, caregivers, and clinical educators
- Development and adjustment of treatment plans
- Ability to provide visual, verbal, physical supports for scaffolding

If there is a question regarding grade assignment, you have the right to contact the clinical supervisor or Clinic Director regarding the specific factors which may have affected your grade. If you do not agree with the grade, an appeal with supporting rationale should be submitted in writing following the appeal process (see Clinic
Professional and Essential Function Grading System

The Program expects all speech-language pathology students to model professional behavior, in both the classroom and clinical setting. Examples of professional behaviors are listed under the *Essential Functions for Academic and Clinical Success* in the student handbook and could also include:

- Making a commitment to your education
- Showing up on time and ready to learn
- Demonstrating flexibility, accountability and reliability
- Being respectful of your colleagues, faculty, guest speakers, Program and University
- Being honest and ethical
- Being friendly and welcoming; exhibiting the ability to work in a team environment
- Listening and seeking to understand the perspectives of others
- Being known for your manners and courtesy
- Maintaining your personal image
- Appropriately balancing time and stress management
- Developing good problem-solving skills
- Focusing on a positive outlook, adaptability, and good communication skills

A student who demonstrates unacceptable professional conduct will be required to meet with his/her clinical supervisor and/or the Clinic Director. This meeting is documented in the student’s record and constitutes a “professional warning,” which will initiate the need for a Student Assistance Plan. The student is informed of the professional warning and the Graduate Program Coordinator is notified.

During the Program, a student will be placed on clinical suspension as a result of receiving two professional warnings. This means that the student will be removed from clinic assignments and will be required to complete specific steps outlined in the Student Assistance Plan before face-to-face contact with clients can be initiated again. (This policy does not exclude other policies regarding plans or dismissal).

During the Program, a student will be considered for dismissal as a result of receiving three professional warnings. (This policy does not exclude other policies regarding dismissal).

Unsatisfactory Clinical Evaluation Requiring Initiation of Student Assistance Plan

A student who 1) receives an overall rotation numerical grade of “B-” or lower, AND/OR 2) fails any of the supervising speech pathologist’s evaluation of professional skills (e.g., see this page regarding professional warnings and the *Essential Functions for Academic and Clinical Success* [pages 16-18]) will be required to meet with the Clinical Supervisor and/or Clinical Director. The Clinical Director may also contact the external site supervisor by phone or in person to gather additional information and insight into the situation. Actions resulting from this meeting may include any of the following:

1. Receipt of a clinical and/or professional warning.
2. Development of a Student Assistance Plan which may include, but is not limited to: repeating a clinical rotation, additional study in specific content areas, referral to a faculty member for review of deficit areas, referral to the WSU Counseling & Testing Center (refer to Student Assistance Plan section for more detail).

The student will be informed in writing of the need for a plan within 10 business days. The specific goals and the plan will be provided in writing at a date agreeable to both parties, and before the start of the next clinical rotation. A student who disagrees with a plan may initiate a formal written appeal. Note that the Student Assistance Plan may extend the anticipated length of program and may result in delayed graduation.
Student Assistance Plans

In order to successfully practice in the field of speech-language pathology (SLP), students must demonstrate superior educational/medical knowledge and critical thinking skills, as well as the ability to comprehend and synthesize large quantities of new knowledge quickly and accurately. If a student is having clinical difficulties, it should be addressed promptly. Under all circumstances, it is the student’s responsibility to notify the Program of any academic problems and initiate procedures to obtain academic or other assistance. Because the SLP Clinical Practicum is charged with determining which students can apply academic knowledge into clinical practice, the assessment of each student includes assessment of overall numerical clinical grades, ability to learn and apply clinical knowledge, and the ability to professionally exhibit the Essential Functions for Academic and Clinical Success. The Student Assistance Plan is outlined below:

1. After an unsatisfactory evaluation has been noted, the supervising clinician(s) will inform the Clinic Director about the clinician’s clinical or professional concern. The supervising clinician(s) will contact the student clinician and arrange an individual meeting. Concerns are to be directly discussed with student and a written notification of the need for a Student Assistance Plan must be provided to the student within 10 business days.

2. This plan must include quantitative objectives. Qualitative objectives may also be set. The plan must be signed by all participants involved in the development of the plan. The original plan will be kept by the supervisor who initiated the plan throughout the duration of the semester. It then will be either met, or transferred to the next supervisor if the plan is continued over multiple semesters. At the end of each semester, the plan will be scanned into the student’s local file in CALIPSO.

3. The supervising clinician(s) and student clinician will continue to meet on a determined schedule. During these meetings, they will discuss the student clinician’s progress toward achieving the objectives stated in the improvement plan.

4. As part of the process, another clinical supervisor or faculty member may take on the role of a mentor and be involved to review the Student Assistance Plan, observe clinical sessions and provide other assistance as requested by the primary supervising clinician(s) or student clinician. The mentoring clinician’s feedback will be available to the primary supervising clinician(s), with appropriate information forwarded to the student clinician.

5. Students on a Student Assistance Plan may not be placed in external practicum sites (CSD 821 [Educational] and CSD 823 [Medical]).

6. If a student earns a grade of C+ (2.33 points per credit hour) or lower in any practicum experience, the practicum must be repeated and clinical hours obtained during that semester may not be counted toward hours required for ASHA certification.

7. Failure to meet the specified objectives in a Student Assistance Plan may result in additional practicum requirements or possible dismissal from the clinical practicum or program.

Student Responsibilities Regarding Student Assistance Plan

It is particularly important that a SLP student be capable of recognizing both strengths and weaknesses in his/her academic and clinical backgrounds, education, and training. Any student having clinical difficulty should meet with the individuals who are directing your Student Assistance Plan to identify problem areas and appropriate resources and/or methods of resolving them. All your efforts must be directed toward successful completion of the Student Assistance Plan. You should make every effort to correct any problem before it results in a low or failing grade.

Evaluation of Safety and Ethical Practice

Due to the increased level of obligation to client safety and ethical practice during clinical training, students with
potential clinical or professional challenges cannot be allowed to provide care to clients, even in a supervised, educational environment. Therefore, any student not meeting minimum requirements may be subject to additional remediation, delayed graduation, or dismissal from the Program. When a Student Assistance Plan (SAP) is deemed appropriate, an individualized plan will be developed by the clinical supervisor and/or the Clinic Director. The student may be required to enroll in an additional course as a part of that plan. The SAP may or may not result in delayed graduation. Where severe deficiencies exist, dismissal may be deemed appropriate.

Student Leave of Absence, Withdrawal, or Dismissal

Extended Leave of Absence
Requests for extended leave of absence or emergency leave will be considered on an individual basis. Approved extended leave of absence may result in delayed graduation. If you are on an approved leave of absence, it is your responsibility to maintain telephone contact with the Program and you are required to provide a telephone number where you can be reached during your leave of absence.

Voluntary Student Withdrawal
Any student wishing to voluntarily withdraw from the Program must submit a written request to the Graduate Program Director. A student who withdraws should not expect to be automatically readmitted at a later date. A decision on how a withdrawal will affect future matriculation in the Program will be decided by the Graduate Program Director. Students may request a leave of absence under extenuating circumstances (e.g., illness, pregnancy, military leave). In such cases, the student will be notified in writing by the Program Director as soon as faculty have had a reasonable amount of time for deliberation.

Student Dismissal
Students will be notified in writing by the Graduate Program Director if substandard clinical or professional performance, despite development of a Student Assistance Plan, results in dismissal (see policies on clinical and professional warnings). If dismissal occurs, students will have the right to appeal.

Grounds for dismissal from the Program include—but are not limited to—the following:

- Failure to comply with Program requirements for attendance, ethical conduct, academic honesty, patient safety, academic standards, or technical standards
- A single grade of “C+” or lower on any clinical course, earned after the development of a Student Assistance Plan
- Academic misconduct
- Excessive academic or professional warnings regardless of individual course grades or cumulative Program GPA
- Unsatisfactory evaluation on a rotation (refer to rotation course syllabus)
- Student is deemed unsafe to provide patient care as determined by clinical supervisor/faculty
- Termination of an external rotation by the supervisor or Program faculty as the result of poor or inadequate clinical or professional performance on the part of the student
- Failing to do remedial work as outlined in the Student Assistance Plan within a prescribed time period or if quality of remedial work is unsatisfactory as determined by the clinical educator or director
- Abuse of controlled substances (e.g., prescription pain medications) and alcohol; use of illegal substances (e.g., marijuana, cocaine). Rotations may require random testing for these and other substances. Student compliance is required.
CLINIC PROCEDURES – SPEECH-LANGUAGE PATHOLOGY

Expectations of the Clinician-Supervisor Relationship

1. The expectations of the clinician-supervisor relationship are outlined below:
2. The clinician will confer with the supervisor prior to scheduling clients for therapy.
3. A supervisory meeting time will be scheduled. Meetings are usually held weekly. Students are expected to attend all scheduled meetings unless otherwise excused by the supervisor.
4. The supervisor will review written semester objectives by the second week of the term.
5. The supervisor will observe therapy and evaluations a minimum of 25% of the time for all clinicians. The level of supervision may be adjusted as appropriate for the clinician’s level of training and competence.
6. Preliminary copies of semester progress reports will be completed by each clinician and will be returned by the supervisors as soon as possible. When turning in a hard copy draft, all previous copies of rough drafts must accompany each new copy of a progress report. It is recommended that students keep a copy for their own records before submitting the report to the supervisor. This will be adjusted as relates to the Point and Click system.
7. Supervisory feedback will be completed by each supervisor in written form after each observation of therapy, or as appropriate.
8. Mid-term and end-of-term evaluations will be completed in CALIPSO by each supervisor. Individual meetings may be scheduled but are only required for the final evaluation.

Scheduling Therapy

Client scheduling is done one to two weeks prior to the start of each semester. The Clinic Director and clinical supervisors make initial assignments. These are based upon the student clinician’s level of experience, class load, availability, and clients’ needs. Students will generally receive a client/clinician/supervisor schedule in their mailboxes at the start of each semester. Student clinicians should check their mailboxes in the Clinic regularly in order to receive important information.

Clinicians must work with the assigned supervisor to determine a schedule for therapy. The following procedures are to be used to schedule clients:

1. Contact the assigned supervisor in order to identify available supervisory times.
2. Contact the client or guardian after reading the client’s file (paper and/or Point and Click) and discussing procedure with the assigned supervisor. Arrange a convenient therapy schedule for the client, clinician, and supervisor. Notify the supervisor upon confirmation.
3. Confirm that a therapy room has been reserved for you for the proper time and day on the schedule sheet on the cabinet doors in the student room. USE A PENCIL to write in the time if it is not there! If a scheduled time changes, erase the previous schedule information so others may use the room.

Therapy should be initiated immediately after the client assignments are made. If problems arise, the supervisor should be notified.

Attendance sheets are to be maintained on each client chart. These should be kept updated weekly.

Therapy Cancellations by the Student Clinician

In the event a clinician absence is unavoidable, the clinician is to:

1. Refer to the “Attendance and Absences” section of this Handbook.
2. Notify the supervisor 24 hours prior to the time of therapy.
3. Notify the client or caregiver 24 hours prior to the time of therapy unless directed otherwise by the supervisor.

4. Cancelled therapy sessions may be required to be re-scheduled. Your supervisor will determine this. If a session is to be re-scheduled, arrange for an adequate make-up session with the client. Inform your supervisor of the time and place of this make-up session.

5. Clinicians are expected to have client contact information (i.e. phone numbers) in their possession in order to contact clients if needed. This information is to remain confidential. If a clinician is unable to contact a client/caregiver directly, a supervisor must be notified. Leaving a message on a voicemail is not acceptable when canceling a therapy session.

Client Cancellations / No-Shows

Student clinicians are expected to wait fifteen minutes after the scheduled therapy time before contacting the client to inquire about attendance for the therapy. If the client arrives late, the clinician should consult with the supervisor about whether to proceed with therapy or to reschedule. If the client does not show for therapy within 15 minutes of the scheduled time and does not inform the clinic or clinician about canceling prior to the time of therapy, the clinician should record this as “No Show” on the attendance sheet.

Attendance is expected to remain at 80% or higher throughout the semester. If attendance is below 80% at mid-term, the clinical supervisor should be notified. Dismissal from clinical services may be considered. If a client has 3 no-shows in a semester, the clinical supervisor should be notified. Dismissal from clinical services will be considered.

End-of-Semester Procedures

At the end of each semester, student clinicians are required to observe the required check-out procedures. Failure to complete all of the requirements by the appropriate date(s) may result in the student receiving a failing grade for clinical practicum for the semester. Any student clinician who is in doubt of any aspects of the check-out procedures should check with their supervisor(s). See Appendix E for a sample End of Semester Checklist.

Maintenance and Cleaning of the Clinic

The clinician is responsible for all set-up and clean-up of the items needed for therapy. The clinician is to return all clinic therapy items to the appropriate area. Tables should be sterilized after each treatment session with the cleaning solution provided by the clinic. Proper cleaning bottles are located in the locked closet in the clinic mailroom. A key is located on the doorknob to the front reception desk. This door must be kept locked at all times.

Any unusual cleaning or maintenance needed should be reported to the Clinic Director or Clinic Receptionist immediately (i.e., large spills, defective equipment, etc.).

Test Check-Out Policy

1. Reserve tests on the reserve list located at the front desk of the Clinic.

2. Check the reserve list to make sure the desired test has not been reserved by another.

3. All testing material must be checked out through a clinical staff member. Both the student and a clinical staff member must write their names on the check-out list.

4. Tests may not be checked out during diagnostics time unless you are a member of the Diagnostic Team.

5. Overnight policy: Tests may be checked out after 5:00 pm and must be returned by 8:00 am the following day. If a test is checked out on Friday, it must be returned by 8:00 am on Monday.
6. When a test is returned, a clinical staff member must initial the test check-out list.

**Documentation / Forms**

Your Clinical Supervisors will help you adapt the following information within the Point and Click system. Student clinicians are responsible for keeping their clients files up to date, which includes:

- **Chart Maintenance**
  
  Writing, updating, and filing any clinical documentation (conference reports [see Appendix F], progress reports, daily logs, Individual Treatment Plans, etc.) that the supervisor feels are necessary. The clinician is to make appropriate notations in the front of the client’s file on a continuing basis throughout the semester, as needed. This may include documentation of phone calls, brief consultations with other professionals, log of received emails from client/caregivers, and other information deemed necessary.

- **Agency Reports and Correspondence**
  
  Agency reports and any correspondence with clients, parents, guardians, teachers, other facilities, etc. must be filed. Everything is filed in chronological order with the most recent materials filed at the front.

- **Release of Information Form**
  
  A release of information form must be signed by the client/caregiver annually in order to allow the Speech-Language-Hearing Clinic to request or release information to any agency or individual. There are separate forms for “Release of Information to WSU” and “Release of Information from WSU”.

**Clinic Hours Policy**

The clinic hours operate from 7:30 am to 8:00 pm Monday through Thursday during the fall and spring semesters, and 8:00 am to 6:00 pm on Fridays. This schedule changes slightly when clinic is not in session or during the summer semester. Students are not allowed to remain in the clinic outside this timeframe unless previously cleared with a faculty or clinical supervisor. In the event that arrangements are made, an employee of the clinic must be present on site during this time.

**Food Purchasing Policy**

The clinic will purchase a certain amount and kind of snacks for individual client use throughout the semester as determined by the clinic. For groups (i.e., aphasia group, supper club, etc.) and Camps, food will be purchased from a pre-determined budget either weekly or prior to the start of camp. If students wish to purchase or bring food items not provided by the clinic for a special craft or snack activity, they are welcome to, but will not be reimbursed for those items.

**Off-Campus / Externship Opportunities: Speech-Language Pathology**

**Off-Campus Practicum Placement Requirements**

In some circumstances, students may request a special practicum assignment off-campus, apart from the required Educational and Medical externship placements. These placements require arrangement and approval by the Clinic Director.

Each student must complete, with an acceptable level of performance, supervised practicum at the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic prior to his/her first off-campus clinical experience. Acceptable performance includes, but is not limited to mastery of basic skills and demonstration of initiative and independence in clinic practicum experiences.

Off-campus practica are:

1. Designed to provide graduate students with an opportunity for practical experience in carefully selected professional environments and with diverse populations.
2. Available only with the consent of the Clinic Director.
3. Available only at sites approved by the Clinic.
4. Typically eight or sixteen weeks in length (some placements may be ten to twelve weeks in length).
5. Available only at sites where the supervisor(s) hold(s) a current ASHA CCC in the appropriate area.
6. Available only at sites where the supervisor(s) agree to observe at least 25% of all therapy sessions.
7. Available only when an affiliation agreement has been complete with the agency.

Off-Campus External Placement (Optional)
Students must complete a CSD Request for External Placement Form at least one full semester in advance of when they want to complete an optional off-campus external placement when it will occur prior to the required educational/medical externships. If the request is for an additional second-year externship placement, the request forms must be completed at least one year in advance.

Students who are seeking a placement outside of the Wichita metropolitan area must make an appointment with the Clinic Director and/or External Placement Coordinator by May 1 to arrange external practica for the spring or summer semesters in the following academic year.

The Clinic Director and/or External Placement Coordinator will contact the site in which the student is interested in order to determine the agency’s ability/interest in having a student clinician during the proposed semester. The student will be informed of a positive or negative consideration from the potential off-campus practicum. If a positive consideration is given, then the prospective host agency may require additional written material or data and/or a telephone or on-site interview before deciding whether to accept the student. The personnel at the off-campus practicum site have the right to accept or reject any student applicant. At any time, a change in placement location for the external practica may be deemed necessary for a variety of reasons (i.e., contract falls through, unsatisfactory performance, need for additional support, etc.). The student will be responsible for all fees incurred due to this change in practicum placement.

When an agency accepts a student for an off-campus practicum, the Clinic Director and/or External Placement Coordinator will negotiate the starting/ending dates of the experience.

Students will be evaluated and graded by the External Placement Supervisor through CALIPSO. Regular contact should be made with the Clinic Director and/or External Placement Coordinator should concerns arise.

Clock hours must be kept by the student and be approved by the assigned external practicum supervisor. These hours are to be entered and submitted to the supervisor according to the policy for entering clock hours in CALIPSO.

The student must complete assigned reflections online via Blackboard.

Educational Setting Externship (Required)
This externship allows the graduate student to acquire knowledge and skills which are unique to an educational setting. Each student is assigned to an ASHA certified speech-language pathologist for direct supervision. A clinical supervisor serves as a consultant to the graduate student and as a liaison between Wichita State University, the cooperating speech-language pathologist, and the school district.

This externship is intended to be taken during the second year of the graduate program. Students enroll in CSD 821 Educational Settings Practicum (3 credit hours). Depending on schedules and other clinic assignments, students may be assigned to teach every day, all day for eight weeks, or for 20 hours per week for an entire 16 week semester. Some course work or other practica can be taken concurrently with school practicum if the student selects the 16 week arrangement.

Educational setting externships may be assigned outside of the Wichita metropolitan area. An affiliation/contractual agreement will need to be arranged if the CSD Department does not have a prior agreement with that particular school district. Some stipends are available for students who wish to relocate. See the Clinic Director and/or External Practicum Coordinator for more details.

In order to assign practica sites appropriately, students are required to complete a CSD Request for External Placement Form at least one year in advance of the semester during which they plan to complete their educational practicum.
**Medical Setting Externship (Required)**

This externship allows the graduate student to acquire knowledge and skills which are unique to a medical setting. Each student is assigned to an ASHA certified speech-language pathologist for direct supervision. A clinical supervisor serves as a consultant to the graduate student and as a liaison between Wichita State University, the cooperating speech-language pathologist, and the health care facility.

This externship is intended to be taken during the second year of the graduate program. Students enroll in CSD 823 Medical Settings Practicum (3 credit hours). Hospitals usually prefer that externships be conducted full-time for eight to ten weeks. The student is required to follow the work schedule of the facility to which they are assigned.

Medical setting externships may be assigned outside of the Wichita metropolitan area. An affiliation/contractual agreement will need to be arranged if the CSD Department does not have a prior agreement with that particular health care facility. Some stipends are available for students who wish to relocate. See the Clinic Director and/or External Practicum Coordinator for more details.

In order to assign practica sites appropriately, students are required to complete a *CSD Request for External Placement Form* at least one year in advance of the semester during which they plan to complete their medical practicum.

**SIMUCASE™**

MA-SLP students can earn some clinical clockhours using virtual cases. The CSD Program uses SimuCase™ to that end.

“SimuCase is a web-based simulated case study application designed to support best practice in speech-language pathology. It provides numerous cases in multiple settings. This learning tool encourages the user to measure and improve clinical decision-making in the area of assessment and intervention. Users might be university students, practicing speech-language pathologists, speech-language pathology assistants, or those who want more experience in with a specific type of case. The user practices screening, assessment, and intervention methods while interacting with virtual clients, family members, and professionals. By asking the right questions, collaborating with appropriate professionals, and using proper assessment and intervention tools, the user can make a diagnosis and recommendation. Virtual simulations allow practice in a safe, nonthreatening environment and are intended to build knowledge, skill, and professional judgment—qualities that contribute to successful, competent clinicians.” (SimuCase™ User Guide 3.0, page 5)

Simucase will be a required “textbook” for the 822 clinical practicum. The student will be required to sign up and pay for this access at the beginning of their first semester during the week of boot camp.
iPad® Lending Agreement

When borrowing an iPad from the Evelyn Hendren Cassat Speech-Language-Hearing Clinic, I understand and agree to the following:

1. I am responsible for the iPad as long as it is checked out to me.
2. I will not lend the iPad to anyone else, irrespective of his or her affiliation with Wichita State University.
3. I will not tamper with the iPad hardware or software.
4. I will abide by the Wichita State University Information Technology Policy (http://webs.wichita.edu/inaudit/ch19_01.htm)
5. I will immediately report any loss, damage, or malfunction of the iPad or its accessories to the SLH Clinic staff.
6. I understand that Wichita State University and SLH Clinic is not responsible for any files or personal information left on the iPad, and may erase such material at any time.
7. No customization (cosmetic or otherwise) will be done such as stickers, markers, etc. on the iPad or iPad cover or do anything to permanently alter the iPad in anyway.
8. I accept full financial responsibility for the iPad and all accessories while they are checked out to me. Need to be renumbered.

By signing below, I certify that I have read, understand, and accept all of these terms and conditions stated above.

Student Name: ________________________________

Signature: ________________________________

Date: _________________ myWSU ID: ________________

Return completed form no later than October 31, 2018, to the CSD Department office (401 Ahlberg Hall) or mail to: Department of Communication Sciences and Disorders, College of Health Professions, Wichita State University, 1845 Fairmount St., Wichita, KS 67260-0075.
APPENDIX B. CLINICAL DEVELOPMENT OUTLINE

CLINICAL DEVELOPMENT OUTLINE
Communication Sciences and Disorders
Wichita State University

The student must meet the requirements of the university as well as demonstrate a set of knowledge and skills as defined by ASHA certification standards. It is possible for a student to make a passing grade in a course/practicum and still not demonstrate all of the knowledge and skills covered in the course or expected in practice. When a student does not meet a competency in a course or clinical experience, the areas of study requiring attention will be identified and goals and recommendations will be developed for the student to complete in order to demonstrate competency in the areas(s). The individual(s) who initiate the development outline will determine if the goals have been achieved in the designated time frame. A copy of the outline is distributed to the student and scanned into their local folder in CALIPSO. If a student does not meet the qualifications of the CDO by the end of the first fall semester, a Student Assistance Plan will be developed and the Clinic Director and the Graduate Coordinator are notified.

Student: ___________________ Supervisor: _______________ Semester: _____

Date of Current Plan:

Area(s) Identified (Knowledge and Skills) and Goals to be Completed (Specific and measurable)

Evaluation skills
1. By the end of the Fall Semester, the student will administer and score a diagnostic test correctly (Std V-B, 1c) and achieve a performance score of at least a 3 on this item on the CALIPSO Clinical Performance Evaluation.

2. By the end of the Fall Semester, the student will interpret, integrate, and synthesize test results, history, and other behavioral observations to develop diagnosis (Std V-B, 1e) and achieve a performance score of at least a 3 on this item on the CALIPSO Clinical Performance Evaluation.

3. By the end of the Fall Semester, the student will complete administrative and reporting functions necessary to support intervention (Std V-B, 2f) and achieve a performance score of at least a 3 on the CALIPSO Clinical Performance Evaluation.

Intervention Skills
4. By the end of the Fall Semester, the student will select or develop and use appropriate materials/instrumentation (Std V-B, 2c) and achieve a performance score of at least a 3 on this item on the CALIPSO Clinical Performance Evaluation.

5. By the end of the Fall Semester, the student will use appropriate models, prompts or cues while allowing time for patient response and achieve a performance score of at least a 3 on this item on the CALIPSO Clinical Performance Evaluation.

6. By the end of the Fall Semester, the student will complete administrative and reporting functions necessary to support intervention (Std V-B, 2f) and achieve a performance score of at least a 3 on this item on the CALIPSO Clinical Performance Evaluation.
Professional Practice, Interaction, and Personal Qualities

7. By the end of the Fall Semester, the student will adhere to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (Std IV-E, Std V-B, 3d) and achieve a performance score of 5 on this item on the CALIPSO Clinical Performance Evaluation.

8. By the end of the Fall Semester, the student will assume a professional level of responsibility and initiative in completing all requirements and achieve a performance score of 5 on this item on the CALIPSO Clinical Performance Evaluation.

9. By the end of the Fall Semester, the student will demonstrate openness and responsiveness to clinical supervision and suggestions and achieve a performance score of 5 (Met) on this item on the CALIPSO Clinical Performance Evaluation.

10. By the end of the Fall Semester, the student will display organization and preparedness for all clinical sessions and achieve a performance score of at least 5 (Met) on this item on the CALIPSO Clinical Performance Evaluation.

Date to be Completed:

Supervisor’s Signature: _______________________  Date: _______________
Student’s Signature: _______________________  Date: _______________
Other: _______________________  Date: _______________

Outcome:
Achieved ____  Continue Plan _____  Revise Plan ______
Supervisor’s Signature: _______________________  Date: _______________
Student’s Signature: _______________________  Date: _______________
Other: _______________________  Date: _______________

Revised: 05/14/2018
The student must meet the requirements of the School as well as demonstrate a set of knowledge and skills as defined by ASHA certification standards. It is possible for a student to make a passing grade in a course/practicum and still not demonstrate all of the knowledge and skills covered in the course or expected in practice. When a student does not meet a competency in a course or clinical experience, the areas of study requiring attention will be identified and goals and recommendations will be developed for the student to complete in order to demonstrate competency in the areas(s). The individual who initiates the plan will determine if the objective(s) have been achieved in the designated time frame. A copy of the plan is distributed to the student and uploaded into the student’s local folder in CALIPSO.

Student: __________________   Supervisor ________________ Semester _____
Date of Current Plan:

Area(s) Identified (Knowledge and Skills)
Goals to be Completed (Specific and measurable)
Recommendations for Completion
Date to be Completed

Supervisor’s Signature: _________________________ Date ____________
Student’s Signature: _________________________ Date ____________
Other: _________________________ Date ____________

Outcome:
Achieved _____ Continue Plan _____ Revise Plan ______
Supervisor’s Signature _________________________ Date: ____________
Student’s Signature _________________________ Date: ____________
Other _________________________ Date: ____________

8/21/2016
APPENDIX D. FLOW SHEET FOR THE CLINICAL DEVELOPMENT OUTLINE (CDO) AND THE STUDENT ASSISTANCE PLAN (SAP)

Flow Sheet for the Clinical Development Outline (CDO) and the Student Assistance Plan (SAP) 8/2/2019

CDO created for 1st year students upon entry to graduate school and assignment of first client

When any of the below occur at any time during graduate school:
1. Professionalism or essential function concern
2. Grade of B– in clinic
3. Goals not met on CDO

SAP developed with new goals and increased mentoring

When all of the below occur:
1. CDO goals met
2. Grade of B or above in clinic
3. No professional or essential function concerns

No Need for SAP or revised CDO

When all of the below occur:
1. SAP goals met
2. Grade of B– or higher earned in clinic

*Student can move forward toward completion of program without SAP

When any below occur:
1. Student not meeting goals outlined in SAP
2. Student obtains a C+ or lower in clinic

Student may be placed on revised SAP or determined appropriate for dismissal

*A student may be placed back on a SAP after completing one if he or she meet the requirements for initiation of a plan. 5/31/17
APPENDIX E. SAMPLE SPEECH-LANGUAGE PATHOLOGY END OF SEMESTER CHECKLIST

End of Semester Check List (SLP)

☐ All Point and Click documents completed & signed. (Encounter notes, Reports, Plan of Care [POC], & Progress notes.)

☐ If you are mailing your report/POC to clients, all copies of the report/POC have been made; the address is printed on an envelope; and the report/POC has been folded in thirds, placed in the envelope, and is ready to send.

☐ All patient care documentation that is not done in Point & Click is signed and scanned into the appropriate category. The paper copy is then placed in a bin in the closet by the front desk for acknowledgement of the document by the Clinic Director.

☐ Ensure that we have a current address, contact number, and other information under registration in Point and Click.

☐ All forms are up-to-date and scanned into Point and Click: Case History Form, HIPAA Privacy Notice of Privacy Acknowledgement, Release of Information TO and FROM WSU, Photo/Audio/Video release, Emergency Contact Form, Financial and Attendance Policy, Fee Agreement for Clinical Services, Application for Reduction of Fees (if applicable) and Insurance Cards (if out of date). The paper copy is then placed in a bin in the closet by the front desk for acknowledgement of the document by the Clinic Director.

☐ All conferences completed with parents/clients during sessions with appropriate documentation.

☐ Client/parent satisfaction survey handed out to parents/clients at conferences.

☐ Student evaluations for clinical educators completed in CALIPSO or paper copies turned into the Clinic Director’s box.

☐ Hours entered into CALIPSO for Supervisor approval.

☐ Borrowed materials from supervisors, peers, or clinic returned.

☐ iPad app review form turned in if you used iPads this semester.

☐ Final meeting with supervisor(s) to check out and go over this checklist.

☐ Participate in clinic cleanup (see semester timelines for day and time).

Revised 5/3/2018
Client Conference Feedback

Clinician/s: ____________________________       Date: __________
Client: ________________________________

Opening Phase

_____ Parents and supervisor informed ahead of time of conference and room.
_____ Physical setting prepared for conference: Arrangements for client, enough chairs.
_____ Materials for conference: Visual aids, preferred time sheet for next semester
_____ Opening remarks: Friendly, professional
_____ Purpose of conference clearly stated

Continuing Phase

_____ Clear explanation of your semester goals.
_____ Clear explanation of client's baseline at beginning of semester.
_____ Clear explanation of progress.
_____ Technical language was explained or used sparingly.
_____ Visually were used appropriately and explained well.
_____ Client’s strengths were noted, as well as weaknesses.
_____ Parent’s/client’s contributions to program were recognized.

Closing Phase

_____ Clear statement of our recommendations.
_____ Opportunity for parent/client questions.
_____ Smooth conclusion of conference with summary of purpose.

In General

_____ Professional attitude throughout conference.
_____ Conference flowed, time used well.
_____ Preferred time (re-enrollment form) sheet completed for all clients.

Competent:  5  = Independently problem solves, shows initiative, and performs competently
Strong:     4  = With limited discussion, problem-solves, shows initiative and performs competently
Adequate:   3  = Needs general direction with limited repetition or clarification
Emerging:   2  = Needs direct discussion with frequent repetition and further clarification of ideas
Inadequate: 1  = Specific direction from supervisor does not alter unsatisfactory performance and ability to make changes after step-by-step review of client's needs and/or demonstration by clinical supervisor.  Updated 4/23/2015