



Saint Xavier
UNIVERSITY

**COMMUNICATION SCIENCES
AND DISORDERS GRADUATE
SUPPLEMENTAL HANDBOOK**

2025-2026 EDITION

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INTRODUCTION

WELCOME FROM THE DEAN OF SONHS:

Dear CSD Graduate Students,

Welcome to Saint Xavier University! Whether you are a new or continuing student, you are an integral part of our SXU community. I am privileged to serve as Dean of the School of Nursing and Health Sciences, focusing my leadership on creating and upholding opportunities to provide you with a program that delivers quality education as you work to achieve and fulfill your educational dreams.


Being a member of the SXU community attests to your accomplishments in working hard to get here, and such efforts create a positive momentum as you continue to pursue your degree. The work is challenging yet rewarding, and before you know it, you will be receiving your diploma and preparing to enter the workforce.

In the tradition of the Sisters of Mercy, the founders of this University, we are compelled to take Mercy into the world, to thirst for knowledge and personal responsibility, to be inspired by faith, and to be voices of dignity and respect. We are a community aspiring to become persons who think critically, communicate effectively, lead faithfully, and respond passionately.

Faculty and staff across the University are dedicated to helping you. Reach out if you have questions or need assistance connecting to one of our many campus resources available to you. Remember that you are now part of the SXU community -- a community that is diverse, unique, talented and here to help you succeed.

I hope you find this student handbook a valuable resource in addressing your questions as a student majoring in nursing, health sciences or natural sciences. With so much in store for the year ahead, I could not be more excited to share and support your educational journeys with you.

In Mercy,



Charlene Bermele, DNP, RN, CNE
Dean, School of Nursing, Health Sciences and Business

Welcome to SXU! We are proud of our academic excellence, history and mission, and we are glad you have chosen our program. We expect that you will find our program challenging and rewarding. It is our hope that at the completion of the program, you will have a strong theoretical and empirical understanding of the field of speech-language pathology. We encourage you to approach your experience with a commitment to excellence and a cooperative attitude. We look forward to watching you learn and grow into a competent and passionate clinician.

GENERAL INFORMATION

This handbook is an important document. It outlines the policies and procedures of the graduate program in communication sciences and disorders (CSD), including requirements for successful completion of the master's degree in speech-language pathology. It has been prepared to communicate expectations to obtain your degree and qualify for clinical certification. You are urged to read it carefully and keep it readily available as a reference. Please note, it is the responsibility of the student to be familiar with the contents in this handbook.

To be clear, this handbook is to be used as a guide and not a contract between students and the Communication Sciences and Disorders (CSD) program. **Policies and procedures may be updated at the discretion of Saint Xavier University and/or the CSD program.** In instances where University-wide policies differ from those in the CSD program, the policies of the CSD program will take precedence. It is the responsibility of each student to be informed about current policies and be aware of changes to the handbook.

Each year, we work diligently to keep the information in this handbook accurate and current. However, it is important to note that in preparing for certification through the American Speech-Language-Hearing Association (ASHA), state of Illinois and Illinois State Board of Education, the most recent information issued by the granting agency should be consulted. Moreover, Saint Xavier University issues informational announcements and updated catalogs each semester; these should be consulted each term for the most updated information on academic processes, dates, services and deadlines.

Again, graduate students are expected to adhere to the contents of this handbook and are expected to refer to it frequently as a reference. Please seek clarification on the contents of this document from the director of graduate programs or the director of clinical education.

SAINT XAVIER UNIVERSITY HISTORY AND HERITAGE

SAINT XAVIER UNIVERSITY BACKGROUND

Saint Xavier University is a comprehensive, coeducational, Catholic institution sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education (CMHE). Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college, one of the first institutions of higher learning in Illinois as well as the first Mercy institution of higher learning in the world. Founded as Saint Francis Xavier Female Academy, Saint Xavier inaugurated college classes in 1915, became coeducational in 1969, and gained the status of a university in 1992. The University currently serves a diverse population of students through a selection of undergraduate and graduate programs offered through the College of Liberal Arts and Education, the Graham School of Management, and the School of Nursing and Health Sciences.

SAINT XAVIER UNIVERSITY MISSION STATEMENT

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates persons to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

SAINT XAVIER UNIVERSITY CORE VALUES

As it engages in a search for truth and knowledge, the Saint Xavier University community commits itself to practicing eight core values, both for personal enhancement and to understand and improve our world.

Respect moves us to understand the gifts and unique contributions of every person in the University community and to value diverse perspectives.

Excellence commits us to challenge ourselves to utilize our God-given gifts: intellectual, social, physical, spiritual and ethical.

Compassion compels us to stand with and embrace others in their suffering that, together, we may experience God's liberating and healing presence.

Service calls us to use our gifts, talents and abilities to advance the genuine well-being of our community and those we encounter.

Hospitality draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.

Integrity gives us the ability to realize the greater good in our actions and programs and challenges us to look at our work and ourselves holistically and as one united with others across the globe.

Diversity builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives, that promotes a constructive discourse on the nature of diversity, and that engages faculty, staff and students in activities that promote the University's core values.

Learning for Life, in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives in ways that improve our communities and ourselves and that strengthen our understanding of each other.

SAINT XAVIER UNIVERSITY DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Grounded in Catholic identity, mission, and heritage, Saint Xavier University is committed to serving a diverse learning community in conjunction with our core values. The University belongs to all in its community, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientations, nationality, or immigration status. Faculty, staff and students are engaged in creating a climate of purposeful inclusion by cultivating equity and providing opportunities for meaningful connections and service among diverse people, ideas and perspectives, in search of truth and the common good. The Sisters of Mercy, immigrants themselves, founded the school in 1846 to educate young women, and today's student body reflects the University's growing commitment to a tradition of diversity and multiculturalism. In 2014, the University became a federally designated Hispanic-Serving Institution (HSI). Diversity, equity and inclusion are at the heart of Saint Xavier's heritage and enrich and strengthen our

academic programs and learning environment, which prepare students to work as responsible global citizens and live by Mercy values.

CSD PROGRAM DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Grounded in Catholic identity, mission, and heritage, the Saint Xavier University Ludden Speech and Language Clinic is committed to providing an inclusive setting to serve a diverse client community. The clinic provides outstanding and compassionate care to those who seek our services, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientations, nationality, immigration status or ability to pay. The faculty, staff, and students are engaged in cultivating meaningful connections and service to the community.

HISTORY OF LUDDEN SPEECH AND LANGUAGE CLINIC:

Named after its founder, Sister Mary Antonine Ludden, R.S.M., the Ludden Speech and Language Clinic (Ludden Clinic) at SXU has been in existence for more than 60 years. In fulfillment of our Mercy mission, the faculty and students have brought the gift of communication to thousands of children and adults with speech and language disorders since its inception in 1959. The goals of the clinic are threefold:

1. To provide professional speech and language services for children and adults with communication disorders.
2. To offer clinical practicum experiences for students in the Communication Sciences and Disorders program (CSD) at SXU.
3. To continually develop more effective methods for the evaluation and treatment of individuals with communication disorders.

PROGRAM OVERVIEW

GENERAL INFORMATION:

Each of you will continue to be provided with information regarding the process of obtaining the ASHA Certificate of Clinical Competence (CCC-SLP). Essentially, all graduates of accredited programs must demonstrate their knowledge and skills in addition to more traditional methods of evidencing success (e.g., course grades). Our program operates in compliance with the current ASHA knowledge and skill guidelines.

The educational process involves various formative and summative assessment activities designed to establish levels of function as well as to assist in determining short- and long-term educational objectives. Outcomes of assessment activities will lead to the more comprehensive demonstration of progress in achieving knowledge and skills (i.e., KASA). We trust you have already experienced aspects of this contemporary educational accountability in your undergraduate preparation. You will become very familiar with KASA guidelines as you assume responsibility for shaping your educational experience at Saint Xavier.

Requirements for the master's degree include 51 semester hours. This is a substantive amount of classroom time directed to address an extensive amount of information. You are encouraged to begin planning your individual program with your advisors and maintaining that dialogue while enrolled as a student here.

The program carries current accreditation from the CAA, affirming the components of

preparation at SXU. We have continued interest in your opinions and comments regarding your preparation. Please feel free to discuss any aspects of ASHA or SXU expectations with your advisors or the graduate program director at any time.

PROGRAM OBJECTIVES:

The Saint Xavier University Communication Sciences and Disorders graduate program leads to the Master of Science in Speech-Language Pathology. It offers students a program of academic and clinical preparation, which meets the requirements of the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology. It also prepares students to fulfill the requirements of the Illinois State Board of Education (ISBE) for work with students with speech-language impairment in the public schools of Illinois (Professional Educator License endorsed in Speech-Language Pathology Non-Teaching), as well as for professional licensure in the state of Illinois through the Illinois Department of Financial and Professional Regulation.

The goal of the Master of Science in Speech-Language Pathology is to educate highly competent speech-language pathologists who are dedicated to the service of persons from infancy to maturity with communication and swallowing disabilities and who are capable of interacting effectively in a variety of employment settings, such as public schools, clinics, hospitals, rehabilitation centers, private special education schools, and private practice. This goal is achieved through a curriculum integrating academic rigor, research activities, and clinical practicum, which have been designed to:

- Prepare students with a wide theoretical base for understanding normal development of basic human communication processes as well as nature, causes, evaluation and treatment of disorders of swallowing and communication, including issues pertaining to culturally diverse populations.
- Provide a variety of opportunities for supervised student clinical practicum with persons across the life cycle who are delayed or disordered in the development or use of effective communication and/or who exhibit disorders of swallowing.
- Develop competence in clinical diagnosis and intervention, interaction with families of individuals with communicative impairments, and collaboration with other professionals for effective and efficient team management of persons with complex disabilities.
- Foster a value for scientific rigor and a spirit of inquiry among future professionals.

The goals of the program reflect the vision of Saint Xavier University, which state, “Saint Xavier University, the affordable Catholic Mercy Institution, will become known for the strength of its relevant curricular and co-curricular offerings, accomplishments of its faculty, staff, and students, robust community engagement, and success of its graduates.”

THE SAINT XAVIER UNIVERSITY PIN

Pins have been awarded by CSD to students who successfully complete the rigorous SLP program. Each pin has a signified history and legend that marks the recipient as part of SXU's history and tradition of healing professions.

The Saint Xavier nursing pin is modeled after the Saint Xavier coat of arms, which was designed in the 1950s. The large gold pin consists of a combination of elements inspired by the family crest of Saint Francis Xavier, the University's patron saint; the Sisters of Mercy, the founders and sponsors of the University; and sacred Scripture. It is divided into two parts. The left side represents the Xavier shield or coat of arms. To this was added an open book as an appropriate symbol of the educational mission and spirit. The right side represents the Mercy shield. On the upper part is a cross, which is the symbol of the Religious Sisters of Mercy United States. This Mercy shield was adopted from the coat of arms of the Religious Order of Our Lady of Mercy.

The words, Via, Veritas, Vita surmount the shield in the University's coat of arms; these words come from Scripture and are Latin for "Way, Truth, and Life," recalling the words of Jesus who says, "I am the Way, the Truth, and the Life."

The Pinning Ceremony

A ceremony is held at the completion of the program during which students receive their pins. **All students who have met the graduation requirements for the M.S. in SLP may participate in the pinning ceremony.** The event is held before graduation.

COURSE LOAD AND FULL-TIME STATUS:

Six hours of coursework per semester is considered a full graduate load for students pursuing a degree in speech-language pathology because of the extensive clinical practice that students must fulfill. Students are admitted as, and expected to remain, full-time students. This means that students should be planning with their academic and clinical advisors to complete all coursework, acquire the appropriate clinical hours, and graduate in five semesters (two academic years, plus the summer between). Therefore, students typically enroll for more than six credits during most semesters. It is expected that while you are enrolled as a student within the program, your primary responsibility will be to the program.

In case of medical or personal extenuating circumstances, a student may apply to reduce credit and/or clinical load to part-time. The student must complete the appropriate form documenting the reasons for the request, which will be evaluated by a committee consisting of the student's academic advisor, clinical advisor, the director of clinical education, and the graduate program director. If part-time status is granted, a written plan and timeline for completion of the program will be developed and agreed upon by all parties.

SONHS WITHDRAWAL POLICY

A course may be repeated only one time. A grade of W counts towards the limit allowed for repeats of a course. A student who exceeds this unit will be dismissed from the program. A withdrawal from any course may result in delayed program completion.

Students must notify the director of the program in writing using University email when:

1. A withdrawal takes place in any course specific to the major.
2. They do not wish to register for a scheduled course.

The written notification should explain the reason for the withdrawal. The student is also responsible for following the [Drop-Add/Withdrawal University policy](#) found in the catalog.

Note: If receiving financial aid, it is recommended that the student contact the Office of Financial Aid to clarify impact of course withdrawal on financial aid.

Approved by full SONHS Faculty on 5/8/23

SONHS COMPASSIONATE WITHDRAWAL POLICY

A student may request a Compassionate or Medical Withdrawal from the University in extraordinary cases in which a serious and significant personal situation or illness prevents them from continuing their classes and functioning as a student and for which the regular University withdrawal process is not appropriate.

Please refer to the [Medical and Compassionate withdrawal University policy](#).

If the Dean of Students approves Medical and Compassionate Withdrawal, this withdrawal does not count toward allotted withdrawals.

Approved by full SONHS Faculty on 5/8/23

SONHS LEAVE OF ABSENCE (LOA) POLICY

Students who request a leave of absence must submit written notification using University email system along with Leave of Absence (LOA)- Semester Withdrawal Form (**Appendix A**) to the program director. Communication should explain the reason for the withdrawal and the date of (possible) expected return.

Note: If receiving financial aid, it is recommended that the student contact the Office of Financial Aid to clarify impact of leave of absence and semester withdrawal on financial aid.

Approved by full SONHS Faculty on 5/8/23

GRADING SCALES:

Academic and off-campus clinical courses grading scales are as follows. This policy applies to all students that are enrolled:

<i>Grade</i>	<i>Percentage Range</i>
A	100-90
B	89-80
C	79-70
D	69-60
F	60 and below

Rounding on final course grades (weighted total) are determined by the following method: when the decimal grade point is less than "0.5," the grade is to be rounded down to the nearest whole number and when the decimal grade point is greater than or equal to "0.5," the grade is to be rounded up to the

nearest whole number. For example, an “82.3” would be rounded to an “82,” an “89.56” would be rounded to a “90” and a “69.44” would be rounded to a “69.”

Approved by CSD Faculty on February 2, 2023

OVERVIEW OF MASTER OF SCIENCE DEGREE PROGRAM:

Minimum: 51 Total Hours

Didactic Courses (23-26* hours)

- CSDIG 502 Developmental Disorders of Speech (3)
 - CSDIG 503 Developmental Disorders of Language (3)
 - CSDIG 505 Aural Rehabilitation (3) *
 - CSDIG 521 Acquired Disorders of Speech (2)
 - CSDIG 522 Acquired Disorders of Language (3)
 - CSDIG 525 Acquired Cognitive Communication Disorders (3)
 - CSDIG 530 Seminar in Fluency Disorders (2)
 - CSDIG 531 Seminar in Voice Disorders (2)
 - CSDIG 535 Birth-5 (2)
 - CSDIG 540 Seminar in Aug./Alt. Communication (2)
 - CSDIG 551 Assessment and Management of Dysphagia (3)
 - CSDIG 594 Foundations of Research in Communication Sciences and Disorders (3)
- *Aural Rehabilitation may have been completed at the undergraduate level.

Didactic Electives

- CSDIG 599 Research Requirement (3)
 - CSDIG 595 Special Topics (1)
 - CSDIG 581 Seminar in Multicultural Issues (1)
 - EDGTE 484 Assessment of Bilingual Students (3)*
- *Required for ISBE Bilingual Endorsement

Clinical Courses

- CSDIG 500 Clinical Problem Solving: Assessment (4)
- CSDIG 512 Advanced Practicum: School (2)
- CSDIG 513 Advanced Practicum: Clinical (2)
- CSDIG 514 Practicum in Prevention (1)
- CSDIG 515 Practicum in Speech-Language Pathology I (3)
- CSDIG 516 Practicum in Speech-Language Pathology II (3)
- CSDIG 517 Practicum in Speech-Language Pathology III (3)
- CSDIG 582 Seminar in Counseling (1)

Clinical Electives

- CSDIG 501 Clinical Problem Solving: Management (2)
- CSDIG 507 Advanced Practicum in Speech-Language Pathology-Campus (1)
- CSDIG 554 Dysphagia II (1)
- CSDIG 523 Assessment II (1)

Approved by CSD Faculty on 5/2/2024

Course Descriptions:

Please see **The Graduate Catalog** for a full list of course descriptions.

TYPICAL COURSE SEQUENCE:

Fall 1 (13 hours)	Spring 1 (13-14 hours)
CSDIG 502 Dev. Disorders of Speech	CSDIG 500 Assessment
CSDIG 503 Dev. Disorders of Language	CSDIG 551 Dysphagia
CSDIG 522 Acquired Disorders of Language	CSDIG 594 Foundations of Research
CSDIG 515 Practicum in SLP I	CSDIG 516 (Practicum II) <i>or</i> CSDIG 517 (Practicum III)
	Possibly CSDIG 514 Practicum in Prevention
Summer (4-7 hours)	
CSDIG 521 Acquired Disorders of Speech	
CSDIG 535 Birth-5	
CSDIG 507 (Elective) Advanced Practicum in SLP- Campus	
Elective Seminars	
Fall 2 (8-14 hours)	Spring 2 (5-9 hours)
CSDIG 505 Aural Rehabilitation	(Elective) CSDIG 501 Management
CSDIG 525 Cognitive-Communication Disorders	CSDIG 512 Advanced Practicum: School
CSDIG 531 Voice Disorders	CSDIG 513: Advanced Practicum: Medical
CSDIG 516 (Practicum II) <i>or</i> CSDIG 517 (Practicum III)	*Comprehensive Exams
CSDIG 582 Seminar in Counseling (2)	
Possibly CSDIG 514 Practicum in Prevention	

PRACTICUM COURSEWORK- CLINICAL MODULES (CSDIG 515, CSDIG 516 AND CSDIG 517)

The second and third semesters of graduate practicum students will be assigned modules. Prior to registration for off campus, full-time placements, each student must complete:

- Special Education Module
- Medical Module
- Elective Module

COMMUNITY-BASED INDEPENDENT STUDY

Community-Based Independent Study

The community-based independent studies consist of a 1-2 credit hour registration, **typically** in the fall of the second year of the graduate program. Students must be registered in the semester that the student elects to complete the project with the faculty member. Graduate students who select the independent study option must adhere to the following guidelines in order to complete the Independent study portion of the graduate requirements.

The Timeline:

- Students must generate their own independent study project with partnership of a faculty member.
- The student must have selected an independent study topic, faculty member, and project type. The mentor **must** be a full-time member of the graduate faculty of the CSD Division. Additional support may include other professionals as appropriate for consultation, collaboration, and/or implementation.
- The student, in agreement with the faculty mentor, should determine a timeline to meet requirements and communicate consistently for feedback. This will include the semester in which the project will be undertaken and completed. The project cannot be considered complete, and a grade will not be assigned unless the student is registered.
- The project to be graded will be submitted to the faculty mentor no later than three weeks before the first day of the final exam week of the elected term.
- The student and the faculty member will decide how the project will be disseminated.
- Once the project has been reviewed and graded by the faculty member, the project will be returned to the student no later than two weeks before the end of the semester (for needed revisions prior to dissemination).

The project will be considered complete when all required revisions are made and approved by the faculty member.

REQUIREMENTS FOR ALL INDEPENDENT STUDIES

1. Summary of relevant literature needs to be evidenced within the project.
2. Students must attend regularly scheduled meetings with faculty members (minimum of 10 hours).
3. Needs to be disseminated (see suggestions below). Type of dissemination will be determined by the student and faculty member.

Types of Projects:

IN-SERVICE PRESENTATION

The written document must include a justification for the in-service, and it must include measurable learner outcomes and presentation notes. The student must develop the materials that would be used during an in-service that may include audio-visuals, handouts, and descriptions of interactive learning experiences. The in-service must be an original presentation.

MATERIALS

Materials must be innovative and must be created by the student. A collection of previously developed materials is not acceptable. This project must include a rationale for the project, a detailed description of the materials developed, detailed instructions for how these materials should be used, and a discussion of the potential benefits that might be derived from use of the materials.

MEDIA PROJECT

The project must be original work and include a detailed rationale for its use. A description of the intended audience and a discussion of the potential benefits that might be derived must be included.

SERVICE LEARNING/CIVIC ENGAGEMENT

The student might explore a project that addresses a specified need in the community. Using this identified need from a community agency, the student, under the direction of the faculty mentor and the community agency, will craft a project that meets this need. Communication with the community agency will be included in the process.

OTHER

The student might envision a project that does not fit into the categories identified in this document. If the student completes such a project, it must meet the minimal standards for all projects (see above).

Potential dissemination

Dissemination of new learning is a responsibility within our discipline. Options for dissemination may include but are not limited to:

- Professional presentation
- Academic classroom
- Peer seminar
- Poster display
- Conference presentation
- SXU research presentation (spring)

COURSE FEES

There is a course fee associated with every on-campus clinical practicum registration. Registration in any on-campus clinical course means that you will be billed for the clinical fee along with your tuition. In addition, each semester in which you are registered for clinical practicum, you will be billed for malpractice insurance along with your tuition. This is a per semester fee. If you are enrolled in more than one clinical offering during a semester, you are charged for the insurance only once.

COURSES OUTSIDE OF SXU:

Students may petition the graduate program director to transfer up to six graduate credits successfully completed at another regionally accredited institution. Typically, elective courses are allowed for transfer with the option to accept the equivalent of SXU core courses at the discretion of the graduate program director. In all cases, petitions to accept transfer credits must be accompanied by a syllabus from the offering being petitioned. Only courses with B or better grades earned at another university are transferable. Transferred credits are not considered in the computation of the cumulative grade point average. Courses will be accepted on a case-by-case basis.

SCHOOL OF NURSING AND HEALTH SCIENCES ADMINISTRATORS, FACULTY AND STAFF:

SXU employs faculty, adjunct faculty and staff members who have the education, training and experience to provide high-quality instruction and support students through practicum experiences. They work as a team to support students through their degree completion and all practicum experiences.

- *Faculty and adjunct faculty* will provide instruction through modules and alternative clinical experiences in practicum coursework. Practicum classes provide training on general interventions, strategies and techniques that students will use in all practicum settings.

- The *clinical supervisor* is assigned to clients and student clinicians based on the supervisor's area of expertise. The student's supervisor will provide client-specific oversight and teaching.
- The *Ludden Clinic office coordinator* and *director of clinic operations* will assist in the day-to-day activities at the Ludden Clinic.
- The *academic and externship coordinator* will assist the *director of clinical education* in external site placements.

Please see **Appendix B** for a full list that includes: name and position, email, degrees earned and areas of expertise.

CHAIN OF COMMAND:

The chain of command refers to the hierarchy of authority within the University. It begins with the top position (i.e., president), down to students enrolled in programs. The University has created the chain of command to provide proper avenues of communication to ask questions or report problems.

As a student, it is your responsibility to follow the chain of command when you have a question or concern. When the chain of command is used properly, it is simple and effective. Breakdowns in chain of command cause inefficiency and miscommunication. Therefore, it is important to initially follow the hierarchy. If you are unsatisfied with the response, it is appropriate to contact the next person in the chain.

The chart in **Appendix C** refers to the specific chain of command for CSD students in graduate and undergraduate programs.

EVALUATION OF ACADEMIC AND CLINICAL FACULTY:

At the end of the term, you will receive an email asking you to submit an evaluation of the course from courseevaluations@sxu.edu. Your input is very important to the University as a whole and to our division. We take your comments very seriously, and we use them to improve the course and program.

Toward the end of each semester, students will receive a link from the director of clinical education for an electronic survey to provide feedback to the clinical supervisor regarding their effectiveness in supervision. If a student completing a clinical practicum assignment is experiencing problems/conflicts with a clinical supervisor, the student should first attempt to communicate and resolve the issue with that supervisor. If a resolution cannot be achieved, the student clinician should make an appointment with the director of clinical education to discuss the situation. If the problem persists, students can make an appointment with the associate dean of the School of Nursing and Health Sciences. Please refer to the Chain of Command chart in **Appendix C** for additional information.

DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS:

The program is currently offered on a full-time basis and typically involves five semesters, including the summer semester between the two full academic years. Students may elect longer residencies for the purpose of obtaining additional academic, clinical or research experiences.

A minimum of 51 semester hours is required for completion of the graduate degree. Courses are

chosen in consultation with the student's academic advisor from the core courses, clinical practicum elective courses, and other offerings listed in the SXU Graduate Catalog. Additionally, coursework from other departments and schools within the University is also available (e.g., psychology, education, nursing). It should be noted, **while the University requirement includes 51 semester hours of academic credit, successful completion of preparation will also involve individual students meeting CAA expectations for acquisition of prescribed knowledge and skills, as well as the essential functions for the practice of speech-language pathology.** This process will be discussed at length during the initial orientation and on subsequent occasions throughout the duration of your tenure within the program.

PORTFOLIO:

To ensure ASHA standards have been met, it is required that each student must complete an electronic portfolio to check out of the program. Checkout is required in order to receive your diploma for licensing. Checkout must be completed no later than two weeks from the last day of clinical practicum. Failure to check out in two weeks may result in certification delays. You will receive more information as you continue with the program regarding the requirements and the checkout procedure. The following documents are required to be in the portfolio:

1. Resume
2. Undergraduate and graduate transcripts (unofficial accepted)
3. Undergraduate work and syllabi -- include as many relevant syllabi as you have access to (e.g., physics/chemistry, biology, statistics, social science, any CSD courses)
4. All graduate syllabi for every graduate course, including all clinical courses
5. KASA equivalency form for Aural Rehab (and the supporting syllabus)
6. Sample academic work
7. All EASI evaluations for all clinical courses and experiences (this includes screenings, intervention and diagnostics, on- and off-campus assignments, and any Simucase EASI evaluations you received)
8. Summary of clinical hours (broken down as directed by director)
9. A copy of the ISBE documentation of hours in a public-school form from CSDIG 512
10. A list of all supervisors who approved hours for you

Approved by faculty on 5/9/23

CLINICAL REQUIREMENTS:

Students completing the graduate degree in speech-language pathology enroll for several different clinical education courses. The overall objective is to provide a range of experiences for the development of entry-level competence for the profession. The specific number of practicum hours in individual courses will vary; however, students will complete the sequence of required courses to be eligible for ASHA certification. See the individual course description for detail concerning content and/or focus.

As a department, to ensure ASHA standards have been met, it is required that each student must complete a clinical checkout with the clinical education coordinator and/or a clinic advisor. To check out from clinic, the following must be met in addition to the ASHA requirements:

1. Clinical experiences across the lifespan and from culturally/linguistically diverse backgrounds.

2. Various types and severities of communication and/or related disorders, differences, and disabilities. To ensure this standard has been met, our department requires that each student have minimally achieved a combined five hours of intervention and/or diagnostic time within each of the big nine areas.
3. All SXU departmental expectations for graduation.

Approved by faculty on 8/10/22

ASHA HOUR REQUIREMENTS:

It is the responsibility of the graduate student to be familiar with ASHA requirements for clock hours.
Current ASHA requirements:

- A minimum of 400 clock hours of supervised practicum, of which 25 hours must be guided clinical observation.
- A maximum of 50 hours may have been completed in an undergraduate speech-language pathology or communication sciences and disorders program, or in an SLP assistant program, and may be counted toward the required 375 supervised clinical practicum hours.
- A maximum of 75 hours in alternative clinical experiences (simulation) may be counted toward the 400 hours.
- Telehealth hour limitations and simulated experience limitations may apply; please refer to ASHA for the most updated information.

The Typhon program is used to track accumulation of clinical hours and competencies at the graduate level. It is the student's responsibility to enter hours on the day of service.

Please see Typhon instruction form in **Appendix I** for further guidance.

PROFESSIONAL CREDENTIALS:

Satisfying requirements for various professional credentials is an important objective of the program. This includes assisting graduates to qualify for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association in addition to licensure within the state of Illinois (and most other states) and qualifying for a Professional Educator License with an Endorsement in Speech-Language Pathology Non-Teaching through the Illinois State Board of Education. Students will be provided with information regarding the credentialing process as a part of several courses. Academic and clinical advisors, as well as the graduate program director, will also provide important information.

Students are encouraged to monitor the activities of the agencies responsible for granting these credentials as procedural changes sometimes occur. The license to practice speech-language pathology in Illinois is granted by the [Illinois Department of Financial and Professional Regulation](#). Information regarding school credentials may be obtained on the [Illinois State Board of Education website](#). To learn more about ASHA, visit the [website](#).

ISBE requirements:

Literacy Course (offered at SXU)
Exceptionalities
Educational Psychology

Bilingual Endorsement:

- Meet all the requirements for the PEL.
- Take a language proficiency exam in the language(s) in which you want to provide services.
- Take an approved course on bilingual assessment.

The approved course in bilingual assessment at SXU is EDGTE 484. You will also need to pass [the Language Proficiency Test](#) for an educator license with stipulations endorsed as transitional bilingual is available.

CULMINATING EXPERIENCES:

Students completing their graduate degrees are expected to participate in comprehensive examinations. Each option is described below:

Comprehensive Examinations

The purpose of these examinations is to evaluate each student's knowledge of concepts, content, procedures and terminology as well as their ability to apply this knowledge. These examinations are designed to be summative in nature and to address the nine knowledge/skill areas identified in certification standards of the American Speech-Language-Hearing Association (ASHA). The examination process will take place in the early spring semester of the second year of graduate study. The multiple-choice exam consists of an adult and pediatric-focused section. If a student fails either one or both sections, the student will proceed to their choice of a written or oral comprehensive exam.

If students fail and proceed to the written or oral exam, students are graded blindly by two reviewers. If the student fails by both reviewers, the student will fail the exam and be required to complete remediation activities prior to proceeding to the not selected (oral or written) comprehensive exam.

If the student should fail and pass (split decision) by both reviewers, a third reviewer's decision will be the decider if the student should fail or pass. If the student passes, the student does not need to proceed to the additional comprehensive exam. If the student fails, the student will be required to complete remediation activities prior to proceeding to the additional comprehensive exam.

If a student fails all three portions of comprehensive exam area (multiple choice, written, and oral), they will be required to complete remediation activities which may include retaking the exam and/or assigned written and/or oral tasks to demonstrate adequate competency in the content area of need. If the student cannot pass the comprehensive exam successfully, it may delay graduation.

Approved by CSD Faculty on 5/2/2025

ACCESSIBILITY RESOURCES

ACCESSIBILITY RESOURCES OVERVIEW:

The mission of the Center for Accessibility Resources at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, academic resources and activities of the University. This

will be enacted through the identification of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, and educational services. In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and to respect and value the diversity of students by being inclusive of their needs.

There are many types of accommodations depending on the nature of the disability, which is categorized into the following: medical (mobility, vision, hearing, health, developmental, TBI, etc.), psychiatric, learning, ADD/ADHD, etc. **The student has an obligation to self-identify that they have a disability and need accommodation.** This is a significant change for many students who are used to having a secondary school automatically provide services. This is also a significant change for parents who are accustomed to asking for services for their children and being a partner in the educational process.

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and Title III of the Americans with Disabilities Act of 1990, as amended, Saint Xavier University determines and provides reasonable accommodations on a case-by-case basis for qualified students who have demonstrated a need for these services. All accommodation requests are the responsibility of the student. If you have a diagnosed disability and/or suspect that you have a disability, please contact the staff in the [Center for Accessibility Resources](#) as soon as possible.

While it may be hard to disclose, you are encouraged to file for accommodation for didactic and clinic courses.

ELIGIBILITY FOR ACCESSIBILITY RESOURCES

Any SXU student with a documented disability is eligible for services. According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, persons are provided reasonable accommodations when that person:

- Has a physical or mental impairment that substantially limits one or more of such person's major life activities.
- Has a record of such impairment.
- Is regarded as having such impairment.

PROCEDURES FOR REQUESTING ACCOMMODATIONS

It is the sole responsibility of each student to contact Saint Xavier University's Center for Accessibility Resources to request accommodation. Since the process of providing accommodation involves assessing needs for specific courses and/or campus living situations, it is necessary to review and revise your accommodation plan on a semester-by-semester basis. All accommodation requests must be submitted in a timely manner. Students must initiate the accommodation planning process immediately after admission to the University. The outline below illustrates the application procedures that the Center for Accessibility Resources office utilizes:

Step 1: Schedule an appointment with the director of the Center for Accessibility Resources.

Step 2: Submit current, comprehensive documentation of a disability for which you are requesting appropriate and reasonable accommodations. All documentation must be provided by a professionally trained educational diagnostician, physician, psychiatrist and/or psychologist

and must be within the past three years. Please note, if the student does not have documentation, you can still schedule a meeting with the director of the center to discuss documentation requirements, testing/diagnosis options and potential accommodations.

Step 3: Once the documentation has been reviewed and deemed appropriate, the director will schedule a meeting with the student to develop an "accommodation plan." The student will then be given a letter for each class listing the accommodation that has been determined to be appropriate and reasonable in terms of the nature of their disability and the supporting documentation for that semester.

Step 4: It is the student's responsibility to take the accommodation plan to each of their instructors and discuss the accommodation plan with them. After the discussion with each instructor, the student must have the accommodation plan signed and returned to the director.

REASONABLE ACCOMMODATIONS:

Reasonable accommodations are individualized and based on the nature of the documented disability and the requirements of specific courses. Accommodations are designed to meet the needs of students without fundamentally altering the nature of the University's instructional programs.

The accommodations process is an interactive partnership between students, faculty and the Center for Accessibility Resources. All accommodation requests must be submitted in a timely manner. The student is ultimately responsible for being a self-advocate and discussing accommodation requests with instructors. Students who wish to disclose their disabilities may receive various academic accommodations, which are coordinated through the Center for Accessibility Resources in L-108. Some accommodations available to students include (but are not limited to):

- Extended time for tests and assignments.
- A distraction-reduced testing environment.
- Preferential classroom seating.
- Priority registration.
- Books in an alternative format.
- Readers and scribes.
- Permission to record class lectures to supplement notetaking.
- Note-takers.
- Use of word processors for tests.
- Use of assistive technology.
- Services for students with temporary conditions, such as concussion, broken leg/arm, or recovery after surgery.

Testing accommodations for students with disabilities must be the sole responsibility of each student and be arranged in accordance with the faculty members and the staff in the Center for Accessibility Resources prior to the testing dates. The student must present each faculty member with a testing accommodation form at least three (preferably five) days in advance of the scheduled exam. The instructor should return the completed form (along with the test to be completed and any specific instructions) to the Center for Accessibility Resources in L-108 at

least two days prior to the exam. The Center for Accessibility Resources is not a general testing center and does not proctor tests except for students with documented disabilities.

For additional assistance regarding the Center for Accessibility Resources or for students with disabilities who wish to request accommodation, please contact the director, Margaret Rose McDonnell, at (773) 298-3308 or by email at mcdonnell@sxu.edu. The Center for Accessibility Resources is in Room A-219 of the Warde Academic Center.

ACADEMIC SUPPORT:

Center for Learning and Student Support

The SXU Center for Learning and Student Support, located in L-110, provides a variety of resources for undergraduate and graduate students:

- Subject tutors are available to help improve your studying skills, go over study guides, and practice exams.
- Writing consultants excel at helping students think about the development of ideas, the arguments of an essay, grammar, punctuation, and documentation.
- If you would like after-hours support or a supplement to face-to-face services, you can access Brainfuse Online Tutoring via Canvas.
- The center also houses academic support coaches, who specialize in acclimating first-year students to college life.

The center evaluates academic performance and aims to support as well as empower students in their academic development. For questions, or to make an appointment, stop by L-110 or call (773) 298-5148. Appointments can also be made on Navigate or by visiting www.sxu.edu, keyword: Learning Center.

ACADEMIC POLICIES AND PROCEDURES

ADVISING OVERVIEW:

The overall organization of the program of study will be explained to the cohort at the required orientation session in August. Students will meet with their advisors individually thereafter throughout the program. The advisor/advisee relationship at Saint Xavier is a valued partnership that employs a mentoring approach. Advisors assist students in formulating educational plans, which address personal development goals in addition to monitoring the satisfactory completion of requirements for the University degree and various professional credentials. With respect to advisors, each graduate student will have two advisors:

1. **Academic Advisor:** Your academic advisor will work with you in planning to meet expectations for acquisition of the list of knowledge outlined in the certification standards. This mentor will assist by prompting your attention to planning and record keeping. Students must meet with their academic advisors each semester prior to registering for the following semester. Students also must meet with their advisors prior to initiating changes (e.g., dropping, adding, or auditing a course).
2. **Clinical Advisor:** You will also work with a clinical advisor. This individual will assist by focusing on your clinical skill development and by providing support in formulating plans to accomplish your clinical objectives. Students must meet with their clinical advisors to document clinical prerequisites, clinical hours, disorder areas obtained, etc.

Academic and clinical advisors are available to assist the student in program planning during posted office hours or by appointment. Advising announcements and/or sessions may be held individually or as a group.

ADVISING PREREQUISITE COURSE CONTENT CERTIFICATION STANDARDS

All courses and classes listed in Standards IV-A through IV-C must be completed and passed (D or above)/received credit, at undergraduate or graduate level at an accredited institution, and must appear on the student's undergraduate or graduate transcripts. Coursework from massive online courses (MOCCs) will not be accepted.

Approved by full faculty on 4/4/2025.

ACADEMIC INTEGRITY:

A commitment to academic integrity is at the heart of Saint Xavier's mission as an intellectual community, dedicated, in the words of the University philosophy statement, to "the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience, as well as the search for truth and justice." For faculty and students alike, the scholarly enterprise requires clear and rigorous argument, acknowledging the sources of our ideas and the quality of the evidence that supports them and taking responsibility for the errors we have made.

The efforts of students to cultivate these academic skills and intellectual virtues in turn require formative evaluation, accurately and justly assessing student progress. To achieve this, instructors must be certain that students' work is their own and that all records of accomplishment are authentic and reliable. In this context, when students misrepresent their knowledge or abilities, they are more than simply breaking the rules of academic conduct. Such behavior undermines not only the student's own academic progress, but the integrity of academic evaluation itself. For that reason, it may result in failure for the assignment, failure for the course, suspension from the University, or permanent dismissal from the University.

The principles of academic integrity should govern all forms of academic work, from the content of papers, projects and presentations to one's conduct before and during examinations. These principles — and thus the very possibility of honest evaluation — can be jeopardized by several actions, including but not limited to:

- **Cheating** on an examination, including but not limited to using cheat sheets, unauthorized materials, copying from peers, or obtaining copies of tests through unauthorized means.
- **Unauthorized collaboration** with one's peers on assignments, exams, projects or presentations.
- **Plagiarizing**, which may include:
 - Copying phrases or sentences word-for-word from a source without enclosing the copied words in quotation marks and indicating the actual source.
 - Changing the wording of a source slightly, but still incorporating all the ideas of the source without indicating the source.
 - Altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own.
- **Unacknowledged and unauthorized resubmission** of work completed in other courses.
- **Using unauthorized or falsified instruments of identification** with the intent of

academic fraud; supplying false academic records (transcripts, grade reports, etc.) to any official of the University; and forging, altering or making unauthorized use of University records or documents.

- **Hindering one's peers** by removing, misplacing or defacing library or other instructional materials.

Faculty and administrators who discover such violations should compile evidence sufficient to document the incident and may impose penalties appropriate to their purview. When the offense and proposed penalty entail suspension or dismissal from the University, the violation must be addressed in consultation with the appropriate dean and the provost.

Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in the Course Grade Grievance Procedure section of the Academic Catalog.

Saint Xavier University Catalog
Please visit the SXU website for the most recent information.

SXU POLICY FOR RESPONSIBLE AND ACCEPTABLE USE OF GENERATIVE AI

The SXU mission is to educate, search for truth, communicate effectively, and think critically. Generative AI Tools (GenAI) must never replace the student's own critical thinking and problem-solving skills, and students should write as much as they can on their own; they need to attempt to write beyond what they can do.

Generative AI implemented in the process of learning, writing, research, and the completion of assignments should be carefully considered. Students should use GenAI tools only as explicitly permitted by the instructor. Examples of GenAI tools: ChatGPT, Claude, Dall-E, DeepL, Gemini, Grammarly, Midjourney, and Perplexity. Faculty will have access to resources and support as they develop their AI policies for their classroom and discipline.

Incorporating content created by Generative AI in student work, *without citation*, is not ethical and a breach of SXU's Academic Integrity Policy¹—it misleads the reader and constitutes plagiarism. It also is important to note that GenAI can generate incorrect content. When there is a commonly held misconception, GenAI can propagate misconceptions and errors.

Policies around the use of Generative AI will vary by discipline, instructor, and course. Each instructor or department will decide on the policy for their discipline and courses. All syllabi should include statements around the appropriate use of GenAI. Recommended language is at the end of this policy. When creating the individual or departmental syllabi, instructors should consider the wide variety of available Generative AI tools as they plan for what is acceptable in that course and what is not.

Student Responsible Use of Generative AI tools:

- As noted in the SXU Academic Honesty Policy, students should document and attribute all generative AI contributions to coursework. [APA](#) and [MLA](#) provide regularly updated guidelines for citing generative AI work.
- Students should take full responsibility for generative AI contributions, ensuring the accuracy of facts and sources as well as possible bias in the generated content.

Generative AI has rapidly emerged as a transformative technology with profound implications for education, research, and academic operations and will continue to evolve. This policy shall be reviewed and updated as needed to reflect changes in related technology, ethical guidelines, and legal requirements.

Approved by Faculty Senate 5/6/2025

KNOWLEDGE AND SKILLS ACQUISITION (KASA) COMPETENCIES:

The CSD program is responsible for assuring that program graduates meet all knowledge and skill expectations of the Council on Academic Accreditation and the American Speech-Language-Hearing Association. This is done, for the most part, while engaged in academic and clinical experiences while in the program. In the case of course competencies to substitute for Aural Rehabilitation, sufficient documentation such as course outlines, KASA competency lists, etc., will be helpful in determining equivalence. KASA competencies will be uploaded to Typhon.

The KASA Competency Acceptance Form is located **Appendix D**. At the end of the program, each student must meet each KASA competency with an acceptable rating.

Faculty Approval 5/9/23

GOOD ACADEMIC STANDING CRITERIA:

A student must meet the following criteria to remain in good standing:

- Maintain a grade point average of 3.0 or higher (on a 4.0 scale).
- Achieve a grade of C or lower no more than once.
- Repeat any clinical course if the grade achieved is C or lower.
- Comply with all Saint Xavier University policies.
- Evidence the skills listed as “essential functions” for clinical practice.
- Demonstrate all KASA competencies at acceptable levels of knowledge or skill.
- Successful completion of comprehensive examinations

Faculty Approval 5/9/23

FAILURE TO REMAIN IN GOOD ACADEMIC STANDING:

Any student whose cumulative grade point average has fallen below 3.0, who has received more than one course grade of C or lower, or who fails to comply with Saint Xavier University policies is dismissed in writing from the program by the dean of the School of Nursing and Health Sciences.

Any student who earns less than a B in a clinical course will be required to retake the clinical course and will be notified, in writing, of academic probation by the graduate program director. Clinical courses may be retaken only once. Any student who does not earn a B or better on the second attempt will be dismissed from the program by the dean of the School of Nursing and Health Sciences.

Faculty will conduct ongoing evaluations of the essential functions and may make recommendations to ensure the essential functions are maintained by the student. It is imperative that students conduct self-

evaluations in these areas and discuss concerns and/or needs with the graduate program director as soon as possible to facilitate successful completion of the program.

Any student who is not meeting the essential functions or is not progressing toward accumulation of all KASA competencies will be notified, in writing, of academic probation by the graduate program director. Probationary status will be removed when the student successfully completes intervention activities to address essential functions or KASA competency deficits. A student who cannot meet the essential functions or KASA competencies even when provided with opportunity for intervention is dismissed from the program by the dean of the School of Nursing and Health Sciences. The functions checklist is available in **Appendix G**.

Further details on intervention plans are provided in the following section. Further requirements for comprehensive examinations or research theses are provided in the Comprehensive Examination section in the Degree Requirements chapter of this handbook. A template for intervention planning is provided in **Appendix E**.

Faculty Approval 5/9/23

CLINICAL INTERVENTION PLANS:

Students will be rated on their acquisition of knowledge and skills outcomes on an ongoing basis in clinical courses using a 5-point scale. Rating forms for each clinical experience can be found in appendices. Ratings of primarily 3s, 4s, or 5s are required to demonstrate competencies. Threshold competencies vary throughout the program, pending course enrollment; please refer to each course syllabus to understand competency expectations for the specific course. Any student earning a 2 or less relevant KASA competency may be required to complete a clinical intervention plan.

Clinical intervention plans are individualized plans containing areas of need and subsequent actions that need to be completed by the student. Action plans may be initiated before an intervention plan implementation as a process to identify students who may be underperforming and provide support and/or interventions to facilitate the development of skills. An intervention plan and/or action plan may be initiated at any stage of the clinical program.

Intervention plans will include re-registration and successful completion of the course with a grade of B or higher if the original grade in the clinical course was a C or lower. A faculty member will be designated to work with the student to address the areas of need. Students must make initial contact with the designated faculty member to discuss procedures for addressing those areas. Upon completion, the plan must be signed by the faculty member and submitted to the director of clinical education and graduate program director for review. All documentation will be placed in the student's permanent file for continued monitoring.

In addition, ongoing evaluation of the essential functions of all students will be conducted as part of clinical courses and by clinical advisors. Students who fail to demonstrate these essential 26 functions will also be required to complete a clinical intervention plan according to the procedures outlined above.

INTERVENTION FOR PROFESSIONAL INTERACTION AND PERSONAL QUALITIES:

Acquisition of Professional Interaction and Personal Qualities (i.e., ASHA certification standard (V-B-3)) will be tracked as part of both clinical and academic courses and may be included as part of either academic or clinical intervention plans. In addition, the Documentation of Failure to Demonstrate Professional

Interaction and Personal Qualities Form will be used to document any specific event(s) in which a student demonstrated problem behavior that fails to meet these standards.

This form can be found in the appendices. When problem behaviors are identified, the involved faculty member will counsel the student on unacceptable behavior and develop an intervention plan indicating what type of behavioral change is expected and the time frame for resolution. The student's unacceptable behavior and a description of the actions taken to address the behavior will be documented by the faculty with a copy placed in the student's permanent file. The student will be given a copy of the documentation. Students who demonstrate repeated, consistent, unprofessional behavior in multiple courses may be subject to dismissal from the Speech-Language Pathology program. The Intervention for Personal Interaction and Personal Qualities Form is in **Appendix F**.

NUMBER OF ALLOWABLE INTERVENTION PLANS:

Students who require more than three separate intervention plans over the course of the program to demonstrate the required KASA competencies or essential functions are subject to dismissal by the graduate program director.

REPEATED COURSES:

A course (academic or clinical) in which a grade of C, D or F was earned may be repeated only once. A course for which a W (withdrawal) was assigned may be repeated only once (please see SONHS Withdrawal Policy). When a course is repeated, only the higher grade is computed in the grade point average. In most instances, credit may be earned only once for a given course. A repeated course will be designated as such on the transcript. Students may only repeat one course during the duration of the program, unless given special permission by the graduate program director due to extenuating medical or personal circumstances. If a grade of C, D or F is earned in a clinical course, the course must be repeated.

INCOMPLETE GRADES:

Per SXU Incomplete Grades Policy, a student may request an incomplete grade from an instructor if there is a legitimate reason acceptable to the instructor and the student is making satisfactory progress at the time. The student and instructor agree on requirements and time limit for completion of the course. The agreed upon date is then entered by the Office of Records and Registration.

Requirements must be completed no later than the 10th week of the following semester (fall or spring). Failure to meet the stated requirements will result in an automatic grade of F. If a student carries more than one incomplete grade into the following semester, their course load should be reduced. An evaluation of academic standing is made from the grade reports at the end of each grading period and will not be deferred until work is completed on courses in which there was an incomplete.

Please see the [SXU Course Catalog](#) for additional information.

SONHS GRADE GRIEVANCE POLICY

GRADE GRIEVANCE:

A student who believes that an incorrect **final** grade has been received in a course or that a policy has been applied inappropriately has the right to grieve the grade or the policy decision. Individual assignment grades cannot be appealed. The grievance and appeal procedure are currently under review

by the SONHS. Until this procedure is complete, the University Grievance and Appeal procedure will be followed.

PROGRAM DISMISSAL:

A graduate student who has been notified of dismissal for academic reasons and seeks to be reinstated must submit a written request for review by the dean or graduate program director. If not satisfied, the student may request that the provost review the dismissal. The request stating the reason for review must be submitted in writing to the provost within 15 business days of the denial of readmission. The provost shall seek a recommendation from the graduate program director or dean. The provost's decision will be sent to each party within 20 business days after receipt of the written request for review.

INTERNAL COMPLAINT PROCEDURES

Students may submit a [formal complaint](#) to the graduate program. Once the student enters a complaint, the director of clinical education, director of the graduate program, and director of clinical operations will be notified of the complaint. The complaint form will be printed and filed in a physical file in the program director's office. The program director will follow up with the student who filed complaint. It is anticipated that, in most cases, a discussion between the program director and the complainant will suffice and the matter will not need to be carried out further. The program director will follow up with written documentation of the meeting and attach a printed copy of the communication to the printed complaint, which will be stored in the physical complaint file.

If the student complaint is not resolved through discussion with the program director, it will be elevated through the University chain of command.

All documentation pertaining to the issue at the department level will be maintained in the complaint file.

Approved by Graduate Curriculum Committee on 4/18/23

SXU BIAS INCIDENT REPORTING

In line with its mission, core values, and its Catholic, Mercy identity, Saint Xavier University is committed to fostering a diverse and inclusive community in which students can learn and grow. As part of that commitment, the Office of the Dean of Students encourages our campus community to report behavior that discriminates, stereotypes, excludes, or harasses anyone in the community.

Anyone who has been the target of or who witnesses a bias incident may choose to make the University aware of these incidents through an official [Bias Incident Report](#). Upon receipt of such a report, the University will investigate and address the alleged bias incident and work toward a resolution that will end such behavior. The reporter will receive a prompt response.

The University's [Bias Incident Response Team](#) (BIRT) is comprised of faculty and staff who are in key positions to investigate, address, and educate the community in relation to reported incidents of bias in the campus community. They partner with other members of the campus community to ensure that the effects of such behavior can be restored and that the community can be educated on the negative effects -- and, hopefully, growth and education -- that may result from such experiences.

Questions about this policy may be emailed to deanofstudents@sxu.edu.

COMPLAINT TO THE COUNCIL ON ACADEMIC ACCREDITATION (CAA):

In addition to institutional measures for expression of concern or complaint, please know that individuals also have recourse in filing complaints with the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The following information has been taken from the [ASHA website](#). These excerpts represent the measures which are available to students and the processes to be employed to register complaints. Details regarding a summary of timelines have not been included herein in the interest of space. See the website referenced above for complete information regarding the process.

PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS:

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

1. Criteria for Complaints:

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

2. Determination of Jurisdiction:

Receipt of a complaint is acknowledged and forwarded to the executive committee of the CAA within 15 days of receipt of the complaint. The original letter of complaint is placed in a national office file separate from the program's accreditation file. The executive committee determines whether the complaint meets the above-specified criteria.

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

3. Evaluation of Complaint:

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint. The chair of the CAA informs the complainant within 30 days of the letter transmitting the complaint to the chair that the council will

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

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

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

After reviewing all relevant information, the CAA determines the course of action within 30 days. Such actions include but are not limited to dismissal of the complaint recommending changes in the program within a specified period as they relate to standards (except for those areas that are solely within the purview of the institution); continuing the investigation through an on-site visit to the program; and placing the program on probation withholding/withdrawing accreditation.

If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for the expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit.

As with all other site visits, only the observations of the site visitors are reported. Site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within 15 days. The program or institution should provide a written response to the chair of the CAA within 30 days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within 21 days: dismisses the complaint; recommends modifications of the program within a specified period (except for those areas that

are solely within the purview of the institution); places the program on probation; or withholds/withdraws accreditation.

If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within 15 days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision and informs the program of its option to request further consideration. Further consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its further consideration option, the CAA's decision to withhold/withdraw accreditation is final, and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the secretary of the U.S. Department of Education while it notifies the program of the decision.

If the program chooses to request further consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for further consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for further consideration requests. The CAA will evaluate the request for further consideration and take one of the following actions within 30 days: recommend modifications of the program within a specified period (except for those areas that are solely within the purview of the institution) or place the program on probation and withhold/withdraw accreditation.

Within 15 days of its decision, the CAA notifies the program and the complainant of its decision.

If the CAA decision after further consideration is to withhold/withdraw accreditation, the program may appeal the decision in accordance with the appeal procedures described in the Accreditation Manual.

HEALTH AND SAFETY INFORMATION

ACCIDENTS AND INJURIES:

A student or a client may have an accident or injury during practicum. If it is a minor event (e.g., small cut) your clinical supervisor can advise on the appropriate action and no report is necessary. If there is an accident or injury that is more serious and may require medical attention or another emergency, you should follow the SXU Emergency Procedures. A copy of the procedures can be found in **Appendix J**.

DEFINITION OF ADVERSE EVENT:

An adverse event is an accident, occurrence or unexpected event that occurs while the student is engaged in activities that may result in an injury requiring medical attention. The event may jeopardize the individual and may require medical/surgical intervention, prescription drug treatment, or immunization therapy to prevent further degeneration of condition. Examples are student exposures (any diseases reportable to the Illinois Department of Public Health such as tuberculosis or measles); stroke; heart attack; seizure; transferable insect exposure such as head lice, scabies or bed bugs; concerning injury that causes significant pain or bruising or that breaks the skin; and any bites, human or animal.

ADVERSE EVENT PROCEDURE:

Students should report any adverse event (e.g., exposure or injury to either client or student) to their clinical supervisor or academic instructor as soon as possible after the occurrence and always the same day of the occurrence.

Upon notification, the clinical supervisor and/or academic instructor should notify their director, who is responsible for providing directions. If the director is unsure where to refer the student/client or believes the student/client could be treated at the Saint Xavier University Health Center, the director will contact the Health Center for assessment and advice. If it is after hours, Public Safety can page the Health Center representative.

The Health Center provider will gather necessary detailed information about the incident to determine if the Health Center is the most appropriate treatment center for care or if the injured party needs to be referred to an urgent care facility, emergency room or their own primary care physician. The extent of injury and the individual's insurance coverage will be factors in determining where the student can receive the most cost-effective and appropriate care. Some insurance plans will cover the cost of testing and treatment. The injured student is responsible for all costs associated with testing and treatment from an adverse event at a clinical site. The completed SONHS Occurrence Report is submitted to the director of SONHS operations for record-keeping. A copy of the report should be submitted to the director of clinic operations. The SONHS Occurrence Report should be filled out by the clinical faculty instructor within one business day.

SONHS Occurrence Form (**Appendix K**)

MANDATORY REPORTING:

Saint Xavier University is a community that respects the dignity and worth of each person and is committed to fostering a diverse, civil and inclusive community in which its students can learn and grow. As a member of the SXU community, it is expected that students uphold the following values:

- Everyone deserves to feel respected.
- Everyone is responsible for treating members of the SXU community with dignity, civility and respect.
- Everyone is expected to be courteous, engaged, attentive and empathetic in order to help sustain a safe and inclusive environment for all.

Additionally, all members of the SXU community have a responsibility to help SXU be a respectful, inclusive community free from discrimination, bias, bullying and harassment by reporting instances that are not in line with our core values.

Mandatory Reporting on SXU Website:

- Bias Incident Report Form: Please use this form to report behavior that discriminates, stereotypes, excludes or harasses anyone in the community that is motivated by prejudice against an individual or group of people based on personal characteristics or identity, including but not limited to: age, gender/gender identity, race, ethnicity, sexual orientation, religion or disability.
- Sexual Misconduct Report Form: Please use this form to report sexual harassment, stalking, relationship violence or sexual assault.

- Incident Report Form: Please use this form to report behavior that violates the University Code of Conduct such as alcohol, drugs, obscene language, threats, damage to property, vandalism, theft, etc.

In addition to these forms, you may contact the Office of the Dean of Students directly by visiting the office in Room L-103 of the Warde Academic Center, emailing deanofstudents@sxu.edu, or calling 773-298-3123. In line with our mission, core values and Catholic, Mercy identity, we expect all members of the University community to act toward one another with sensitivity, consideration, understanding, appreciation, tolerance and with an active concern for the welfare of others. Please consider how you can positively contribute to our inclusive learning community.

PUBLIC SAFETY:

Public Safety, along with the other service components of the University, is committed to the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life. The campus is patrolled **24 hours a day** by state-certified armed police officers with county-wide jurisdiction and additional trained security staff. Public Safety also provides:

- Security staff in all residence halls.
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement.
- A campus emergency and information telephone system.
- Emergency alerts.
- On-campus dispatch center.
- Emergency management.
- Vehicle lockout, car battery jumps, and a lost and found collection.

PUBLIC SAFETY DEPARTMENT

Police, Security and Emergency Management
CSC-100, Campus Service Center
773-298-4400 (Dispatch)
773-298-3950 (Office/Administration)
publicsafety@sxu.edu
*Available 24 hours a day

CLINICAL HEALTH GUIDELINES:

Each clinic room is supplied with examination gloves, a tongue depressor and disinfecting wipes. Gloves are required for:

- Conducting oral motor examinations.
- Any techniques requiring the student clinician to place their finger(s) near the client's mouth.

Gloves and tongue depressors must be immediately disposed of in the garbage cans. Any Kleenex or paper towels that encounter bodily fluids should also be immediately discarded. The surfaces that are touched must be wiped down with a disinfecting wipe, including the table and chairs, at the end of each session. Any therapy materials that encounter bodily fluids (e.g., a child puts a toy in their mouth) must be washed in a bleach solution by the student clinician. Bleach is kept in the closet next to the kitchen area of the department. A mixture of one-part bleach to three-parts water should be used to clean these materials.

PROPER CLINICIAN HYGIENE:

Student clinicians should wash their hands before and after sessions. Hand sanitizer is an alternative when soap and water are not available. Hand sanitizer is located at the front desk and in every clinic room. Additionally, hand hygiene should be followed in academic classrooms and throughout campus.

STUDENT RESOURCES:

PROFESSIONAL ORGANIZATIONS FOR STUDENTS:

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING-ASSOCIATION (NSSLHA)

NSSLHA is the national organization for undergraduate and graduate students involved in the study of normal/disordered communicative behavior. This organization is the student branch of the American Speech-Language-Hearing Association (ASHA). Students must be declared undergraduate or graduate majors in speech-language pathology. National NSSLHA applications are available online at the NSSLHA website. Dues must be paid yearly to maintain NSSLHA membership. In return for dues, students receive access to ASHA's scholarly journals and registration at a reduced rate for the annual American Speech-Language-Hearing Association Convention. Student members also have access to a variety of services, including graduate school information, student credit cards, job information, and reduced membership fees when joining ASHA.

ILLINOIS SPEECH-LANGUAGE-HEARING ASSOCIATION (ISHA)

ISHA is a statewide professional organization of speech-language pathologists and audiologists. This organization publishes a monthly newsletter and sponsors an annual convention held in the Chicagoland area. ISHA members are updated on issues concerning the profession at the state and national levels. Information on becoming an ISHA member can be obtained [online](#).

SOUTH COOK COUNTY SPEECH-LANGUAGE-HEARING ASSOCIATION (SHLA)

SHLA is a local professional organization accessible through Facebook that hosts approximately two meetings per year. Meetings are designed to provide current information in specific areas to advance knowledge of the profession as well as to provide theoretical/practical information concerning client care. Updates are also provided to the membership regarding current issues facing speech-language pathologists in Illinois.

ASHA MULTICULTURAL CONSTITUENCY GROUPS:

Multicultural constituency groups (MCCGs) are allied/related professional organizations that are independent of the American Speech-Language-Hearing Association. Each MCCG focuses on an identified population and addresses the client/patient/professional/student perspective of that population. Through both individual and collective efforts, the MCCGs recruit professionals; promote cultural competence and improvement in the quality of speech, language and hearing services; promote research and knowledge related to identification, diagnosis and treatment; support students; advocate at the local, state and national levels for consumers; encourage leadership and engagement in professional and related issues; provide professional support and networking opportunities; and disseminate information and resources. ASHA provides information on these organizations as a resource for members and/or the public. ASHA provides no financial support to these organizations. The following are available for membership:

- Asian Pacific Islander Speech-Language-Hearing Caucus
- Disability Caucus
- Haitian Caucus
- Hispanic Caucus
- L’GASP-LGBTQ Caucus
- Middle East and North Africa Caucus
- National Black Association for Speech-Language and Hearing (NBASLH)
- Native American Caucus
- South Asian Caucus

LUDDEN CLINIC PRACTICUM

INTRODUCTION:

The goal of a practicum is for the student to develop independence in the delivery of services for clients exhibiting a variety of communication disorders. A minimum of 400 clinical hours is required for ASHA certification. The programs at SXU abide by the ASHA Code of Ethics, which requires that all students participating in the clinical practicum only engage in practicum under the supervision of a certified and licensed speech-language pathologist.

As most students begin with little or no clinical experience, supervisors expect that students will require ongoing support throughout the practicum experience. As students gain experience, it is expected they achieve the various clinical competencies specified by the ASHA-Driven Knowledge and Skills Acquisition (KASA) Summary and will work independently. Ultimately, students should acquire a professional entry level of clinical independence characterized by skills in self-evaluation of clinical sessions, including the ability to problem-solve clinical challenges and implement appropriate modifications based on a firm foundation of evidence-based practice of the field.

Upon completion of all clinical preparation, students will meet the requirements for:

- American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence in Speech-Language Pathology.
- Professional licensure in Illinois through The Department of Financial and Professional Regulation (IDFPR).
- Professional Educator License (non-teaching) in Speech-Language Pathology through the Illinois State Board of Education (ISBE).

All Saint Xavier University students will begin their practicum experience at the Ludden Speech and Language Clinic.

OPERATIONS:

Located in the lower level of Pacelli Hall, the Ludden Clinic provides individual and group therapy. The clinic houses individual therapy rooms with adjacent space for family, students and faculty observation. Additionally, there are two group therapy rooms. All rooms are equipped with video and audio equipment for the remote supervision of student clinicians and recording for educational and research purposes.

THERAPY HOURS:

Clients are scheduled for therapy at the Ludden Clinic from 8:30 a.m. to 8:30 p.m. Monday through Thursday and 8:30 a.m. to 2 p.m. on Saturdays. Clients may be scheduled for one or two sessions per week or group therapy. Therapy sessions begin in accordance with the course schedule outlined in the syllabus.

TELE PRACTICE:

Tele-practice involves the application of telecommunication technology to deliver speech-language services to clients remotely. At the Ludden Clinic, this service is delivered for assessment and intervention using a HIPAA-compliant Zoom account. Policies related to tele-practice include:

- The student clinician is expected to provide the service from a therapy room at the Ludden Clinic unless remote service is approved by the clinical education coordinator or program director.
- Student clinicians must wear the clinic uniform.
- Student clinicians must log into the Zoom waiting room three minutes prior to the scheduled session.
- Typhon entries should reflect that the service was completed via tele-practice.

CLIENT MEDICAL RECORDS:

Ludden Clinic uses Mediat software to store all electronic health records. Mediat is a cloud-based software that is HIPAA-compliant and customized for the Ludden Clinic.

Student clinicians are assigned a login after they have signed and returned the Responsible Use Agreement to the director of clinic operations. Student usernames are 1166 followed by first initial and last name (all lowercase), e.g., 1166msmith. Students must create their own confidential passwords, which must be a combination of uppercase and lowercase letters, numbers and symbols. If a password is forgotten, please contact the office coordinator for a new link.

Students can view client therapy and diagnostic records that were originally created on paper and scanned into the client charts prior to fall 2023. After fall 2023, all documentation is housed in Mediat. Documentation of therapy sessions may be completed in this HIPAA-secure software or in Canvas as directed by your supervisor. Client records can be accessed on campus and off campus. **IMPORTANT: Student clinicians are only allowed to access their assigned client records in Mediat. Regular audits are conducted to monitor HIPAA violations.**

Clients can request information from their medical record by submitting a Release of Information Request Form to the office coordinator. Reports are not automatically mailed to the clients and can only be released by the office coordinator.

MATERIALS

Materials which may be used by clinicians are housed primarily in the Materials Room, PH017. Additional materials are housed in the storage room just past the elevator, in Clinic Room A cabinets and in the commons area. To stay the most up to date on resources available, please refer to the Ludden Clinic section on your cohort Canvas shell.

- A therapy mirror, first-aid kit and disinfectants are in the cabinet inside each individual therapy room.

- Student clinicians may help themselves to the plethora of materials available to be used during therapy sessions. All materials must be returned to their original location or returned to the front desk. If materials are not functioning properly, please label the item with the issue (e.g., missing parts, needs batteries) and leave it for the office coordinator. Students are responsible for the condition of any materials used. Materials are not allowed to be removed from the clinic.
- iPads are kept in the video room and may be checked out with a driver's license or state ID.
- Diagnostic evaluation materials are in the large conference room and organized in alphabetical order. Protocols (record forms) are in the black file cabinets outside of the mailroom.
- Augmentative and alternative communication materials are housed in the large conference room.
- Audiometers used for hearing screenings are in the closets in the large conference room.
- Several web-based programs with clinical materials are available free of charge to students. Please contact the clinic coordinator for the necessary login information for the platforms.

PRACTICUM PRE-REQUISITES:

The prerequisites required prior to participation in practicum are listed and described below with references to supporting forms and checklists contained in the appendix of this manual.

CastleBranch Account

CastleBranch, Inc. is a company that the SXU School of Nursing and Health Sciences (SONHS) utilizes to document, monitor and organize documents required for clinical placement. Students will receive specific instructions for purchasing and creating a [CastleBranch Account](#) (Package SX14csdGrad). It is the student's responsibility to ensure all required documents are uploaded and approved in CastleBranch. Students will sign a release of information so that CSD faculty and staff have access to view the student accounts. **Students must upload all required documents (see list below) to their account before they are eligible for clinical practice. Failure to meet the prescribed deadlines will result in withdrawal from clinic practice coursework.** The following documentation is required on CastleBranch:

- Vaccine Records (MMR, Varicella, Hepatitis B, Tdap, TB Screen, Influenza)
- Handbook Acknowledgement/Orientation Participation
- Consent to Photograph, Video, and Audio Record
- OSHA Training (Bloodborne Pathogens)
- Required Student Legal Permissions
- 25 Documented Observation Hours
- Assumption of Risk and Waiver Agreement
- CPR Certification
- HIPAA Training
- Responsibilities and Associated Risks Form
- Student Disclosure Form
- VIRTUS Training
- Health Insurance Attestation Form
- Criminal Background Check

Below are details of the CastleBranch requirements:

Criminal Background Check

All students must pass a criminal background investigation before beginning clinical coursework or practicum. CastleBranch conducts the background check and posts the results to the student's account. Certain felony, sex, narcotics and drug convictions are bars to certification and/or employment in Illinois school districts, as detailed and amended in the Illinois School Code: 105 ILCS 5/21-23, 10-21.9. Similar convictions may be a barrier to working in the medical field. A student who has been convicted of a felony, narcotics, drug or sex offense may be denied admission to the program, or if already admitted, may be subject to immediate dismissal. Students are hereby advised to immediately disclose any prior convictions to the dean of SONHS. The disclosure forms will be distributed for completion to students during graduate orientation or the first day of Clinical Methods in Speech-Language Pathology (CSDI 310) for undergraduate students and uploaded to CastleBranch.

Documentation of 25 Guided Observation Hours

SXU requires that students obtain 25 hours of guided therapy observation before actively participating in clinical practicum. These hours are typically obtained in individual undergraduate courses. ASHA describes guided observation hours as follows:

Examples of guided observations may include, but are not limited to, debriefings of a video recording with a clinical educator who holds the CCC-SLP; discussion of therapy or evaluation procedures that have been observed; debriefings of observations that meet course requirements; or written records of the observation. It is important to confirm that there was communication between the clinical educator and observer rather than isolated observations without input from a clinical educator.

It is encouraged that the student observes a variety of sessions to experience an array of therapy modalities, diverse client populations and different disorders. There are several ways to complete this requirement.

- **Ludden Clinic.** Students who wish to observe at the Ludden Clinic must be enrolled in a CSD course and will be provided with instructions by the course instructor.
- **Simucase.** Incoming graduate students may purchase a Simucase membership and complete guided observations as described on the [Simucase website](#). It is critical that the student registers and attends one of the scheduled debrief sessions to receive a certificate verifying that their observation was guided. Hours cannot be counted without this documentation.

SXU undergraduate students are responsible for tracking all observation hours using the Summary of Guided Observation Form (**Appendix B**). Graduate students who attended undergraduate/post-baccalaureate programs at other locations may submit a comparable form. These hours must be reported using original documentation signed by an ASHA-certified SLP with training in supervision, with their ASHA membership number included, verifying that the hours have been successfully completed and guided. An original signed letter from the chair or clinical education director that includes their ASHA membership number from an ASHA-certified program on University letterhead indicating the hours were guided is also acceptable.

Although not a pre-requisite, up to 50 hours of documented undergraduate intervention or prevention hours (in addition to the 25 observation hours) may also be applied to the 400 total clinical hours required for ASHA certification. Students should upload signed documentation of these hours to CastleBranch.

CPR – Health Care Provider Certification

All students must have current American Heart Association (AHA) BLS-CPR certification designed specifically for health care professionals before the first day of class for the semester. The certification must be valid throughout the semester. CPR classes are offered on an ongoing basis at the University Health Center. Dates and registration information are available online at www.sxu.edu, keyword: CPR.

Insurance

- Health Insurance: Ludden Clinic, as well as other agencies providing practicum opportunities, require that you have comprehensive health insurance that can be used in the state of Illinois. Every student will be required to sign an Attestation of Comprehensive Insurance Coverage.
- Liability Insurance: A group liability insurance policy is purchased for all students participating in clinical placements. The cost of this policy is included in each student's tuition bill for each clinical course.

Immunizations

The Ludden Clinic, as well as other placements, require that students show evidence of certain immunizations. The Health Requirements Checklist (Appendix C) is a helpful guide. Vaccinations or titers are available at the SXU Health Center by appointment at 773-298-3712. Failure to have immunizations may impact off-campus placements.

OSHA Training-Blood Borne Pathogens

Bloodborne pathogens training is part of your CastleBranch package. You should complete this training online within your CastleBranch account.

Health Insurance Portability and Accountability Act (HIPAA) Training

HIPAA training will be provided to you yearly as part of your clinical practicum classwork. Students should never refer to clients or speak about a client using the full first and last name when others can overhear.

VIRTUS Training

VIRTUS training is an educational program created by the Catholic Church that raises awareness of sexual abuse, identifies the signs of sexual abuse, explains how to control access to children and vulnerable adults, and encourages responsible reporting of abuse. It is a required training for all persons who have contact with children in Catholic schools. VIRTUS training can be completed in person or online. Register on the [VIRTUS website](http://www.virtus.org).

Consent to Video/Audio/Photograph

All students must sign a consent form (Appendix D) indicating that SXU may record and/or photograph during diagnostic and therapy sessions for educational purposes.

Student Disclosure and Full Legal Disclosure (Code of Conduct)

Students must sign two forms indicating full disclosure of any activities that may prevent practicum assignments, certification and/or employment. These forms are the Student Disclosure and Full Legal Disclosure Forms, which will be distributed in class or at orientation.

Handbook Acknowledgement

Students must sign the Handbook Acknowledgement Form (located on the cohort canvas shell) indicating that they have received, read and understand this graduate handbook. This form will be distributed in class or at orientation.

COVID-19

COVID-19 is a serious respiratory disease that can cause death and long-term disabilities in all age groups. It has killed more than 600,000 people in the United States and has caused hundreds of thousands of hospitalizations. Speech-language pathologists provide services to clients across the age span, including medically fragile clients and people with disabilities – all populations who are at risk for contracting the COVID-19 virus.

All students are encouraged to provide proof of vaccination or an approved religious or medical waiver to CastleBranch. Failure to have a COVID-19 vaccine may impact off campus clinical placements.

For the current SXU policy on COVID-19 reporting, access the [SXU Health Center COVID-19 Information Site](#).

LUDDEN CLINIC DRESS CODE:

Clinical attire and appearance protocols are provided to promote professionalism, safety and infection control prevention.

The uniform is as follows:

- Black scrub bottom customized for Saint Xavier University.
- Long-sleeved T-shirt (black, white, red or gray - options vary per student preference) customized for Saint Xavier University.
- Name pin containing first name only (SXU will supply the pin).
- White or black solid color shoes (no logos) with appropriate socks (no sandals or clogs).
- **OPTIONAL** Uniform Additions:
 - Fleece-lined jacket – black or gray - customized for Saint Xavier University.
 - Scrub jacket – black or gray - customized for Saint Xavier University.

Orders can be placed three ways:

1. Students can bring their order form to Working Class Uniforms, located at 9525 S. Cicero Avenue, Oak Lawn, IL 60453. For inquiries, call 708-424-9447.
2. Order forms can be faxed to 708-424-9447.
3. Order forms can be emailed to Fax-RetailOaklawn@cintas.com.

The Working Class Uniform Form is located in **Appendix H**.

PROFESSIONAL GUIDELINES FOR SAFETY AND INFECTION CONTROL:

Grooming and Cleanliness	Fragrance and odor-free. Perfume/scented lotions can cause asthma/allergies reactions. The student uniform must be clean and
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	laundered after each clinical day and must be neat and free from wrinkles. Shoes must be clean.
Accessories	Simple jewelry, nothing worn around the neck or any jewelry that can be pulled. Head coverings are allowed for cultural or religious purposes.
Undergarments	Undergarments must not be visible – white or beige need to be worn under white tops.
Body Art	No visible tattoos that are perceived as offensive, hostile or distract from professionalism.
Hair	Hair must be clean, and long hair must be tucked away so it cannot be pulled or grabbed.
Nails	Nails must be trimmed for infection control and to not interfere with clinical work.
Student Identification:	Required: CSD Division will provide one magnetic name tag to each student clinician free of charge. If lost, a \$5 replacement fee will be charged.

OBSERVATION DRESS GUIDELINES:

Bottoms	Black dress pants.
Tops	Crew or high-neck in solid white, red or gray.
Guidelines for safety/hygiene	Expectations are the same as for student clinicians at the Ludden Clinic. See previous section.
Student ID	MUST be displayed. CSD will provide plastic clips.

ASSIGNMENT OF CLIENTS:

The assignment of student clinicians is conducted by the director of clinical education. Students will be assigned to a variety of practicum experiences on and off campus, including the Ludden Clinic, medical sites, schools and private clinics.

SXU strives to maintain an adequate and diverse clinical population for student education and the fulfillment of Mercy outreach. Factors considered when making assignments include previous academic preparation, clinical skills and experiences, and number of completed clinical hours relative to KASA competencies. Areas of need within the nine disorder areas required by ASHA:

1. Speech Sounds Production
2. Receptive and Expressive Language

3. Fluency and Fluency Disorders
4. Voice and Resonance
5. Hearing
6. Swallowing and Feeding
7. Cognitive Aspects of Communication
8. Social Aspects of Communication
9. Augmentative and Alternative Communication Modalities

Students will be notified of their clinic schedule, client assignments, and clinical supervisor(s) via email or via the Mediat system before the clinical semester begins. Students are expected to be available for practicum assignments as assigned. Students are expected to work around assigned practicum for outside employment. Every effort will be made to honor requested hardships (hardships must be requested via email and a meeting to discuss hardship with clinical education coordinator must occur), but students should be prepared to be assigned clients during any days/hours that the clinic is open.

All graduate students must complete a minimum of three semesters of clinical practicum on the graduate level and approximately 200 clinical practicum hours prior to the culminating semester of full-time school and medical placements. The first three to four semesters will be a combination of on-campus practicum, part-time off-campus practicum, and participation in specialized clinic programs (e.g., Birth to Three Language Group, AERO Group, Aphasia Groups, etc.). The clinical education coordinator will meet with students toward the end of the first semester to discuss student requests or needs relative to practicum assignments, as well as the student's interests for off-campus placements.

CLIENT PREPARATION:

When a student receives the schedule, it is the student's responsibility to contact the clinical supervisor via email prior to the initial meeting for introduction. Before meeting with the supervisor for the first time, it is expected that the student will have reviewed each client's file for information regarding primary disorder, etiology, prior and/or concurrent treatment and evaluations, and specific communicative strengths and needs. Depending on the course, additional requirements may be specified prior to the first meeting per course syllabus.

FACULTY AND STUDENT MEETINGS:

Meetings must be scheduled each week with each assigned clinical supervisor to discuss the student's practicum performance, plan upcoming sessions, and address concerns related to specific clients. It is assumed that this meeting will take place immediately following scheduled therapy times with supervisor(s). **Student attendance and participation in these weekly meetings is mandatory and a percentage of the student's grade is dependent upon regular participation in these meetings.**

STUDENT CLINICIAN AND CLIENT COMMUNICATION

INITIAL CONTACT

It is the student's responsibility to contact each assigned client or client's family before every diagnostic with their supervisor present, before every evaluation, and before the first therapy session of the semester.

Calls should be made as soon as the student received the clinical assignment using the phone in their supervisor's office, at least one week in advance. If you need to leave a message, please leave a message with your supervisor's phone number as a callback number and the best time to call.

It is imperative that HIPAA compliance on telephone communication be maintained. If a client must be called from a phone outside CSD/Ludden clinic, the phone number should be blocked or a digital phone number (e.g., *67, Google Voice).

TELEPHONE SCRIPT

"Hello, may I speak to (client or parent/caregiver of client)?... This is (student's name). I am a student clinician at the Ludden Speech and Language Clinic at SXU. I am calling to introduce myself as the student clinician for (client's name)."

(If it is the client's first visit to the Ludden Clinic, add the following.) Parking is available in designated spots against the Shannon Athletic Center, the front of Pacelli Hall, and at the back of Pacelli Hall. Handicapped parking is also available in Parking Lot 2, just south of the front entrance. Parking permits will be available for pickup on the first day of the clinic.

If you receive a voicemail, follow this script:

"This is Mary Smith. I am a student clinician at the Ludden Clinic at SXU. Please return my call at 773-298-3571."

If there are any questions about therapy or scheduling, please inform the person that you will have the clinical supervisor or the office coordinator contact them. Please email both people indicating the request. It is essential that every client is contacted prior to the diagnostic appointment and the first appointment of the semester to avoid missed opportunities for students to acquire clinical hours. Students should document all phone calls made to each client in the client's electronic medical record.

CANCELLED SESSIONS:

If a student clinician is ill and unable to participate in therapy, it is their responsibility to do the following as soon as possible:

- Notify the clinical supervisor for each client.
- Notify scheduled clients. If the student is too ill to notify the client, the student must ask the clinical supervisor to notify the client and discuss rescheduling options.
- Document cancellation in Mediat system.
- For off-campus practicum placements, defer to the clinical supervisor for client notification.

If a student misses more than two days of practicum, it is required that the student meet with the director of clinical education to determine a plan of action.

INAPPROPRIATE COMMUNICATION:

Students are prohibited from communicating with clients through social media or personal email accounts. Students should never share their personal phone numbers with clients. **All communication between the supervisor and student is through SXU email.**

MEETING THE CLIENT AT THE LUDDEN CLINIC:

It is the student clinician's responsibility to meet their clients in the reception area promptly at the appointment time. At the first meeting, students should wait for the clinical supervisor to accompany them. Students should introduce themselves as the student clinician and introduce their supervisor to the client and the family. When the therapy session is completed, students must escort the client either back to the reception area or to the adult responsible for the client's care. **NO DEPENDENT CLIENT SHOULD BE LEFT UNSUPERVISED.** The student clinician is responsible for the client's welfare until an adult meets the client. Therapy sessions typically run for 55 minutes.

LUDDEN CLINIC WRITTEN ASSIGNMENTS AND CLIENT CHARTING

OVERVIEW:

At the Ludden Clinic, the following assignments take place during on-site clinic practicum experiences. The following assignments clarify what is considered to be part of the client medical record and what is considered to not be part of the client medical record:

EVIDENCE-BASED PRACTICE - MASTER PLAN ASSIGNMENT:

It is the position of ASHA that current research be integrated into all clinical practice and decision-making. Students are required to provide evidence from the literature for therapy provided to each client in the clinic. The due date of this assignment will be listed in the practicum course syllabus. The evidence may include a clinical study, an article, a passage from a book, or information from a professionally respected website. The reference needs to include the web address for accessing the article. Students should be prepared to discuss this information during student-faculty meetings. This assignment is **not** a part of the client medical record.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

LESSON PLANS:

Lesson plans will be created for each client for student personal use in a session. Students are not to be graded on their lesson plan. It will also be used as a guide for the supervisor during observation. Lesson plans are to be sent to the supervisor by the date determined by the supervisor. Lesson plans will be sent directly to your supervisor in an attachment on Canvas messaging. Students are expected to utilize the lesson plan during the session; however, it is a guide, not a contract for the session. Use your lesson plan to take data during the session. This assignment is **not** a part of the client medical record.

SOAP NOTES:

A SOAP Note must be completed for each client for every clinical session. SOAP notes should include the date of therapy along with a short summary of goals and evaluative data for the session. All evaluative comments must be supported. Client absences and excessive tardiness should also be documented. Students will review the SOAP Note with their supervisor at their weekly meeting. This assignment is **part** of the client medical record and should be completed in Mediat System.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

END OF SEMESTER PROGRESS NOTE:

A progress note in speech-language pathology serves as a crucial tool for documenting and communicating ongoing assessment, treatment, and outcomes of clients receiving services. The primary purpose of a progress note is to provide a clear and concise record of the client's progress, validate evidence-based practices, foster communication among professionals, aid in individualized treatment planning, fulfill legal and ethical responsibilities, ensure continuity of care, maintain quality standards, and support both evaluation and reflection for ongoing personal growth. This assignment is **part** of the client medical record and should be completed in the Mediat System.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

CONFERENCE ASSIGNMENT:

It is the position of ASHA that current research be integrated into all clinical practice and decision-making. Students are required to provide evidence-based practice, a widely used problem-solving approach in the clinical setting, but it's also crucial to delivering patient-centered care. It integrates clinical expertise with the latest and best research evidence along with known patient values in order to deliver the best possible patient care.

One of the most important elements of evidence-based practice in speech-language pathology, as described by ASHA, is considering the needs and wants of the individual patient. It is expected that the student will present the Master Plan (MP) to the client/caregivers. This presentation should be dynamic and include taking in the values and needs of the client/caregivers. This assignment is **not** a part of the client medical record.

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

WRITTEN DOCUMENTATION FOR SHARED CLIENTS:

In the event you are assigned to a mutual client with another student clinician, the written assignments will be collaboratively completed. The director of clinical education and your supervisor will provide you with specific directions.

EVALUATION OF STUDENT CLINICIANS AT LUDDEN CLINIC

OVERVIEW:

All student clinicians will be evaluated on their accumulation of clinical competencies specified by the department and based on the guidelines of the American Speech-Language-Hearing Association. Evaluation of competencies will be completed by supervisors using EASI evaluations on the Typhon system at the end of a clinical course. Students will also receive a clinical practicum grade. Specifics of these evaluations are as follows:

ACQUISITION OF CLINICAL COMPETENCY

Student clinicians will be evaluated over the course of each semester of clinical practicum for the acquisition of clinical competencies. Feedback will be provided to students verbally (e.g., supervisor meeting) and in written format (e.g., PPW, midterm EASI, final EASI, etc.) on the Typhon EASI Evaluation.

Each graduate student will be assigned a member of the CSD faculty as a clinical advisor. The clinical advisor will determine when clinical pre-requisites are complete, monitor the student's progress toward acquisition of skills on the KASA and number of hours accrued in each of the required disorder areas, and complete the clinical checkout portion of the student's portfolio. Clinical practicum supervisors and clinical advisors will communicate progress and concerns to the director of clinical education. The director of clinical education, in collaboration with the graduate program director, will subsequently make recommendations for future practicum assignments as well as for intervention activities to address areas of need.

The Typhon EASI evaluation is used to verify each student's acquisition of all knowledge and skill items on the KASA to graduate. Graduate students must earn primarily 3s, 4s and 5s for final ratings of clinical skills on the EASI evaluation. Ratings of 2s and 1s do not meet minimum requirements, and students who receive 2s or lower on a specific competency may be required to complete a Clinical Intervention Plan. Additional information regarding intervention is below.

CLINICAL PRACTICUM GRADES

Evaluation of clinical performance will be conducted by each clinical supervisor on a continual basis throughout the semester. Supervisor(s) will provide verbal and/or written feedback using the following tools:

MIDTERM AND FINAL EASI EVALUATIONS

The EASI Evaluation on Typhon evaluates therapeutic skills and professionalism. Students will be notified by their individual supervisor(s) on the schedule. EASI Evaluation performance will account for 70% of the student's final grade from each assigned supervisor. Additional details on evaluations are provided in the clinical course syllabi.

ASSIGNMENTS

Student clinicians are judged on their ability to create accurate and well-written clinical documentation and demonstrate professional behavior. The first draft of the student's work is considered when completing grading rubrics. The following assignments will be included in on-campus practicum: Master Plan, Participation, Professionalism, and Writing (PPW) Rubric, Conference Meeting, Midterm Self-Assessment, and End of Semester Progress Notes. This grade will account for 30% of the student's final grade. Additional details on evaluations are provided in the clinical course syllabus.

When students are supervised by more than one clinical supervisor in a semester, their final grade is weighted based on the number of hours supervised by each supervisor.

CLINICAL GRADE REQUIREMENTS:

Graduate students are required to earn a grade of B or higher for all clinical courses. Any graduate student earning a grade of C or lower will receive a Clinical Intervention Plan and be required to re-register for that course in the subsequent semester. A student may not progress to the next clinical course until that

student has completed the course for which the C was earned and has earned a grade of B or higher. A grade of C or lower in a clinical course will result in academic probation and will extend the length of the program. Two grades of C or lower are the cause for dismissal from the program. Clinical hours earned in CSDI-355: Clinical Practicum in which the undergraduate student receives a grade of C or lower will not count toward the required hours for ASHA certification.

CLINICAL INTERVENTION PLAN:

Students will be rated on their acquisition of knowledge and skills outcomes on an ongoing basis in clinical courses using a 5-point scale. Rating forms for each clinical experience can be found in appendices. Ratings of primarily 3s, 4s, or 5s are required to demonstrate competencies. Threshold competencies vary throughout the program, pending course enrollment. Please refer to each course syllabus to understand competency expectations for the specific course. Any student earning a 2 or less relevant KASA competency may be required to complete a clinical intervention plan.

Clinical intervention plans are individualized plans containing areas of need and subsequent actions that need to be completed by the student. Action plans may be initiated before an intervention plan implementation as a process to identify students who may be underperforming and providing support and/or interventions to facilitate the development of skills. An intervention plan and/or action plan may be initiated at any stage of the clinical program.

Intervention plans will include re-registration and successful completion of the course with a grade of B or higher if the original grade in the clinical course was a C or lower. A faculty member will be designated to work with the student to address the areas of need. Students must make initial contact with the designated faculty member to discuss procedures for addressing those areas. Upon completion, the plan must be signed by the faculty member and submitted to the director of clinical education and graduate program director for review. All documentation will be placed in the student's permanent file for continued monitoring.

In addition, ongoing evaluation of the essential functions of all students will be conducted as part of clinical courses and by clinical advisors. Students who fail to demonstrate these essential 26 functions will also be required to complete a clinical intervention plan according to the procedures outlined above.

PRACTICUM EXPERIENCES

OVERVIEW:

In screening and diagnostic practicums, students plan and carry out screenings and diagnostic evaluations throughout the semester, write reports, and disperse them to other professionals as appropriate. Students are closely supervised by clinical supervisors. Performing diagnostic evaluations helps students review and present different types of cases, develop diagnostic skills and improve clinical writing.

PREVENTION PRACTICUMS:

Graduate students register for CSDIG 514: Practicum in Prevention in either spring of their first year or fall of their second year. Students attend lecture and attend off-site screening events outside of class time. A minimum of six hours in prevention is required to meet the KASA competency for prevention and the student's experience must include:

- One school screening using Developmental Indicators for the Assessment of Learning (DIAL).
- One hearing screening.

- One additional screening opportunity (e.g., new student oral language screening, a second school speech and language screening or hearing screening).

Prevention hours accrued in other clinical practicum - for example, participation in a support group - **do not** count toward the minimum of six hours. Grading for CSDIG 514 is pass/fail.

Screenings will take place on and off campus. Most elementary school-based screenings will take place on Friday mornings at locations near campus. However, additional days/times may occur. Students should follow the Typhon Procedures (**Appendix I**).

ON-CAMPUS DIAGNOSTIC EXPERIENCE (EMBEDDED IN CSDIG 516):

Every graduate student will have an opportunity to complete an on-campus diagnostic evaluation. Assignments may be in person evaluations or Simucase assignments. This assignment is **part** of the client medical record and should be completed in the Medcat System.

All minutes accrued should be entered on to Typhon under the specific clinic course in which the diagnostic minutes took place.

Students will be rated on their acquisition of knowledge and skills outcomes on an ongoing basis in clinical courses using a 5-point scale. Rating forms for each clinical experience can be found in appendices. Ratings of primarily 3s, 4s, or 5s are required to demonstrate competencies. Threshold competencies vary throughout the program, pending course enrollment. Please refer to each course syllabus to understand competency expectations for the specific course. Any student earning a 2 or less on relevant KASA competency may be required to complete a clinical intervention plan.

Clinical intervention plans are individualized plans containing areas of need and subsequent actions that need to be completed by the student. Action plans may be initiated before an intervention plan implementation as a process to identify students who may be underperforming and provide support and/or interventions to facilitate the development of skills. An intervention plan and/or action plan may be initiated at any stage of the clinical program.

Guidelines for successful completion of diagnostic include:

- A meeting must be arranged with the clinical supervisor prior to the evaluation to finalize the diagnostic plan. This typically takes place during the assigned therapy times in the first few weeks of the semester before the first day of active therapy.
- A diagnostic plan must be submitted in writing to the practicum supervisor at the planning meeting.
- Student clinicians must submit a finalized diagnostic plan to the clinical supervisor, which includes interview questions, a list of order of activities, and copies of pertinent sections of the protocols for all planned assessments prior to the scheduled evaluation.
- Student clinicians must call families/clients 24-48 hours before the scheduled assessment to remind of the day and time for the evaluation with supervisor present.
- The clinical supervisor will record diagnostic sessions using the VALT system. It is strongly recommended that the student make an audio recording backup. HIPPA compliance should be considered when listening to the recording, and all audio backups should be used on campus only, then deleted.
- Student clinicians should arrive at campus at least 10 minutes before their scheduled session to set up the room.

- **Protocols may not be taken out of the department. If protocols are removed from the department, it may result in a failing grade. Protocols are to be stored in the locked mailroom in your supervisor's mailbox.**

Please follow the due date set by your supervisor and review the rubric embedded in Canvas to understand expectations of this assignment for each practicum course.

OFF-CAMPUS PRACTICUM

OVERVIEW:

The faculty and staff of the Saint Xavier University Communication Sciences and Disorders program are grateful for the cooperation and expertise of supervisors of our graduate students in schools, private practices, hospitals, rehabilitation centers, and other medically based facilities.

The practicum experience is designed to present a picture of how the speech-language pathologist functions in a variety of settings, including those mentioned above. Students assigned to off-campus placements during the fall semester have already had several semesters of clinical experience in the Ludden Speech and Language Clinic located on campus.

All off-site supervisors selected must hold ASHA's Certificate of Clinical Competence and professional licensure. ASHA now requires that supervisors take a course in student supervision prior to working with a student clinician.

The part-time practicum is for 12 weeks and is comprised of two full days or three mornings per week. Schedules vary by site and supervisor availability. It is the expectation that students assigned to these sites will adhere to the schedule of their assigned supervisor.

The full-time practicum is for 10 weeks and requires five days per week attendance. Schedules may vary by site, and the supervisor and may include evenings or weekends. It is the expectation that students assigned to these sites will adhere to the schedule of their assigned supervisor.

OFF-CAMPUS SELECTION DETAILS

The clinical education coordinator will consider the location of the student's primary residence per the SXU Student Portal when assigning placements; however, it is not always possible to place students near their homes. Placements will be within 65 miles of Saint Xavier University. We do use out-of-state sites within the mileage that are along the WI/IN border. There are out-of-state placements; however, they will be offered as an option, and students will get the chance to apply if interested. An exception may be made for other out-of-state placements upon approval of the clinical education coordinator and the program director; however, it is the responsibility of the student to secure alternative out-of-state placements. It is the responsibility of the student to notify the clinical education coordinator one year prior about alternative out-of-state placement intentions. Additionally, the student will need to produce a confirmed site with contact information nine months prior to the start date of placement. Once the site information is received, the site is subject to final approval by the clinical education coordinator.

The clinical education coordinator will consider several factors in selecting placements. These include but are not limited to student needs, academic proficiency, student level of clinical experience, availability of an external supervisor, the clinical site supervisor's schedule, and a fully executed clinical affiliation agreement. External practicum assignments will be disseminated by the academic and externship coordinator. Upon students' receipt of the placement notification, the CSD program will consider a placement assigned and finalized. Failure to complete the assigned practicum will result in delayed progression toward graduation and/or dismissal from the program. In the event an off-site facility terminates the assignment due to unanticipated events, the academic and externship coordinator will re-assign a new placement to the student. However, due to unforeseen circumstances beyond the University's control with off-site placements, progression toward graduation may be delayed. The same placement policy will apply to re-assignments.

Approved by full faculty on 3/28/23

SUGGESTED SCHEDULE FOR PART-TIME (12-WEEK PLACEMENTS):

- Week 1: The graduate student engages in direct observation of case management services and should be oriented to the organization and philosophy of the program as it is coordinated within the total school, hospital or agency program.
- Week 2: By the beginning of the second week, the graduate student should begin working with a few clients. The number of cases assigned should not be greater than the student can adequately manage, as judged by the site supervisor's evaluation of the student's abilities and level of confidence.
- Week 3: The graduate student should be picking up at least 25% of the caseload of students or patients seen on days present (planning and implementing).
- Week 4: The graduate student should be picking up at least 50% of the caseload of students or patients seen on days present (planning and implementing).
- Week 5: The graduate student should be picking up at least 75% of the caseload of students or patients seen on days present (planning and implementing).
- Week 6-12: The graduate student should be managing the entire caseload of students or patients seen on days present. The graduate student should be planning the sessions entirely with approval from the on-site supervisor.
 - During week six, the site supervisor and student should meet for a midterm evaluation (see section VI for further details).
 - A final evaluation should be conducted in week 12 (see section VI for further details).

SUGGESTED GENERAL SCHEDULE FOR FULL-TIME (10-WEEK PLACEMENTS):

- **Week 1:** The graduate student engages in direct observation of case management services and should be oriented to the organization and philosophy of the program, as it is coordinated within the total school, hospital or agency program. By the end of the week, the student may begin to treat appropriate clients.

- **Week 2:** This week, the number of cases assigned should not be greater than the student can adequately manage, as judged by the site supervisor's evaluation of the student's abilities and level of confidence.
- **Week 3:** The graduate student should be picking up more than 50% of the caseload of students or patients seen on days present (planning and implementing).
- **Week 4:** The graduate student should be picking up more than 75% of the caseload of students or patients seen on days present (planning and implementing).
- **Week 5-10:** The graduate student should be managing the entire caseload of students or patients seen on days present. The graduate student should be planning the sessions entirely with approval from the on-site supervisor.
 - During week five or six, the supervisor and student should meet for a midterm evaluation.

ADDITIONAL EXPERIENCES:

- In addition to the general outline given above, the following activities provide students with enriching experiences. ASHA now requires that we provide graduate students with experiences in interprofessional activities.
- The graduate student should attend any professional meetings that may be held within the department during the practicum period.
- The graduate student should attend family conferences, medical rounds, domain meetings, IEP meetings, eligibility meetings, and any other interprofessional meetings for the students or patients that they are servicing.
- The graduate student should attend meetings with other professionals who are working with clients or patients on the caseload and collaborate with those professionals as appropriate.
- Exposure to family counseling (when appropriate) would be beneficial.

EXPECTATIONS OF STUDENTS:

Students are expected to develop a clear understanding of the roles and responsibilities of the supervising speech-language pathologist with respect to the confines and demands of that facility.

Students are expected to demonstrate:

- Promptness related to the start of the day (as determined by the site supervisor), meetings and other time-dependent activities.
- Professional appearance and behavior consistent with the site.
- Attitude that is positive in working with the site supervisor, students/patients and other site personnel.
- Respect for confidentiality, in keeping with HIPAA guidelines and facility practices.
- Confidence in relating to students/patients that reflects mutual respect, compassion and humor.
- Preparedness regarding diagnostic and therapeutic activities designed to address the emphases as indicated for the students/patients (i.e., appropriateness to age level, ability level, interest level and specific speech/language needs).
- Completion of all assigned projects/tasks in a reasonable time, which should be decided upon jointly.
- Consistent attendance. See section V for more detailed attendance policies.
- Effort and enthusiasm put forth related to all activities during this assignment.
- Independent documentation of direct contact hours for ASHA certification. Other hours in the areas of planning, meeting time, report writing, and collaboration should also be documented for the Illinois State Board of Education for school placements.

- Completion of evaluation of the experience, discussion with the supervisor, and the return of forms to the SXU external practicum coordinator.
- Maintain professional dress and work ethics of the facility to which they are assigned.
- An understanding of typical speech, language, hearing, and swallowing disorders and treatment strategies. Students should review materials and seek out new sources as needed, particularly if they have clients with disorders that they have not treated previously.
- Commitment to meeting with the site supervisor on a regular basis (minimum of once weekly) to discuss client treatment and the graduate student's individual clinical skills.
- Punctual arrival each day to complete planning and gather clinical materials prior to sessions.
- Development of a placement schedule with the site supervisor in which the student gradually assumes as much of the caseload as the supervisor deems appropriate.
- Completion of planning and documentation in a format consistent with the site.
- Keeping of accurate records that can be used to modify and measure goals and strategies.
- Keeping of accurate records of clinical hours, including ages and communication disorders of clients, on the Typhon Program.
- Maintenance of confidential, organized records in compliance with HIPAA standards. Files and any items with client names must not be taken from the facility and all HIPAA rules of the facility must be followed.
- Responsibility for materials.
- Acceptance of continual feedback from the cooperating supervisor as well as the SXU faculty member.

Students are NOT expected to:

- Independently write IEPs, formulate goals and objectives, or conduct staffing.
- Conduct treatment or diagnostic sessions without appropriate site supervision commensurate with their knowledge and clinical skills.

EXPECTATIONS OF SITE SUPERVISORS:

Students will expect their site supervisors to provide modeling, guidance, feedback and evaluative information regarding their performance. A certified SLP must be in the building at any time a student is directly treating clients/patients. Supervisors should:

- Discuss goals and expectations for the student's experience at the start of the twelve weeks.
- Provide observation and feedback of assessment, therapy, planning, implementation and follow-up on a daily/weekly basis.
- Assist the student in developing and expanding their skills and abilities by providing opportunities to discuss questions and concerns and offering suggestions.
- Evaluate student performance during the 12-week experience.
- Advise the coordinator of any questions or concerns regarding student performance or expectations.

ATTENDANCE POLICIES:

Students are expected to report on all assigned days of the placement. If a student must miss a day for any reason, the student must notify both the site supervisor **and** the SXU faculty member prior to the absence. **All absences that are not excused by the SXU faculty member will need to be made up.** Please refer to the Off-Campus Manual for more details.

On the occasion that the site supervisor must be absent on an assigned day, the student is still expected to report to the placement. Please refer to the Off-Campus Manual for more details.

OFF-SITE PLACEMENT EVALUATIONS:

Midterm Evaluation:

During week 6, the site supervisor should sit down with the student and review the EASI Evaluation (Typhon Evaluation and Survey Instrument) with the student. The students' strengths as well as areas for improvement should be discussed. Ratings for the midterm evaluation **should not** be entered and submitted using the Typhon online system at this point. We recommend that the supervisor print a blank copy of the evaluation, complete it on paper, and discuss the results with the student. **The University does not require documentation for the midterm evaluation.**

Final Evaluation/EASI Evaluation:

During the last week of practicum (week 12), it is essential that a final evaluation be completed. The final evaluation should be completed using the EASI Evaluation Form available on the Typhon website. Ratings for the final evaluation **should** be entered and submitted online. Failure to have an EASI **Evaluation complete may result in an incomplete grade.**

SITE VISIT:

The external placement coordinator is responsible for ensuring that the contract and certificate of insurance are in place before assigning a student to a clinical placement. The director is available to answer questions prior to the start of the placement. Once the placement starts, the director will assign an SXU faculty member to serve as a faculty supervisor. Throughout the duration of the placement, the coordinator and SXU faculty member will serve as the Saint Xavier University contact with the supervisor.

The SXU faculty member will contact the student's supervisor at the beginning of the placement via email or phone and ensure that one on-site or virtual visit is made during each student's assignment. Upon completion of the student's practicum, the SXU faculty member will complete a survey on Typhon.

APPENDICES

APPENDIX A- LEAVE OF ABSENCE FORM



Saint Xavier University School of Nursing and Health Sciences Leave of Absence Form

<i>Please complete the yellow boxes, save to your computer, and email to the program director.</i>			
Name:		Student ID #:	
Address:		Cell #:	
City, State and Zip:		Home #:	
Email:		Program Start:	

NOTE: It is the student's responsibility to monitor SXU email while on LOA for important program information and updates.

Current Semester	Course(s) Taken This Semester	Credits	Class Start Date

Anticipated Returning Semester	Anticipated Course(s) to Take in Return Semester	Credits	Class Start Date

Updated Semesters for Practicum Courses	Practicum Course(s) program plan revision due to LOA	Credits	Class Start Date

*NOTE: Student Program Plans are subject to revision and may be adjusted to reflect new program requirements or course availability. A LOL may extend program completion time and placement in practicum. **Student must notify director of intent to return or not return (30 days before beginning of anticipated semester). Failure to do so may impact your ability to return to the program.***

Program Track (Check One)	
GR NURSING	<input type="checkbox"/>
UG NURSING	<input type="checkbox"/>

Leave of Absence Semester
Semester of Anticipated Return

EXSC	<input type="checkbox"/>		
SAFA	<input type="checkbox"/>		
SLP	<input type="checkbox"/>		
CSDI	<input type="checkbox"/>		

Reason for Leave of Absence

Student Signature	Date
Academic Advisor	
Approvals	
Director of Program	Date

APPENDIX B- SONHS ADMINISTRATORS AND CSD FACULTY AND STAFF

SONHS Administrators:

Charlene Bermele, DNP, RN, CNE

Dean

bermele@sxu.edu

CSD Faculty and Staff:

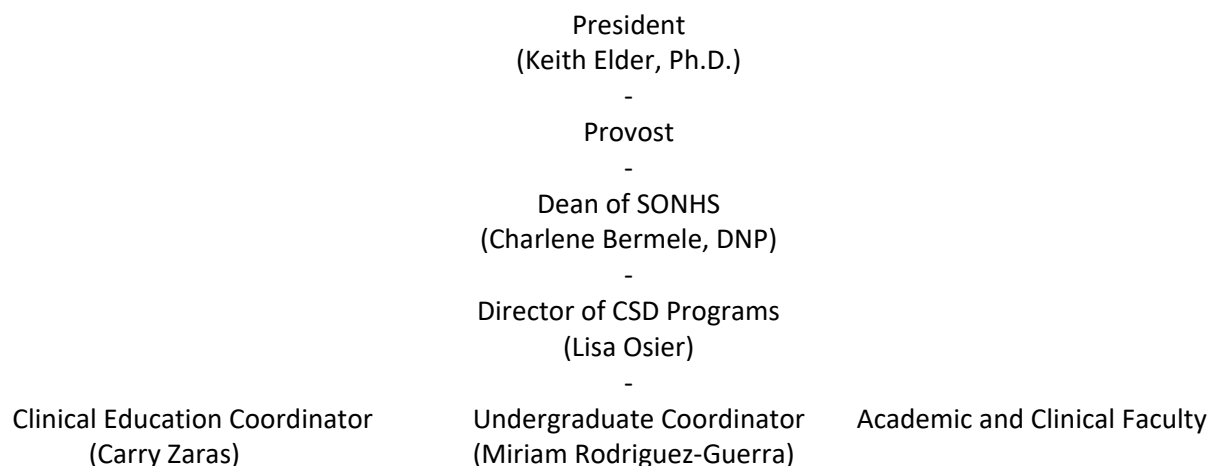
Name and Position	Degree	Areas of Expertise
Full-Time Faculty		
Cherullo, Ernest <i>Lecturer</i> cherullo@sxu.edu	B.A., Saint Xavier University M.S., Eastern Illinois University M.A., SXU (Educational Administration) Ed.D., University of St. Francis CCC-SLP #146006814	Assistive technology, fluency, supervision, aural rehabilitation and phonology.
Al-Shrideh, Noor <i>Instructor</i> alshrideh@sxu.edu	B.A., Saint Xavier University M.S., Saint Xavier University	AAC, pediatric and school age disorders, neurogenic disorders.
Greenspan, Melanie <i>Assistant Professor, Professional Practice</i> greenspan@sxu.edu	B.A., University of Michigan M.S., Northwestern University CCC-SLP #14288309	Treatment and assessment of pediatric language disorders, parent coaching and education, AAC, and literacy.
Hornof, Jeffrey <i>Lecturer</i> hornoff@sxu.edu	B.S., Northwestern University M.A., Western Michigan University CCC-SLP #	Dysphagia management for neurogenic and progressive neurological disorders, addressing aerodigestive and voice disorders following prolonged intubation, tracheostomy placement, Aphasiology and cognitive communication protocols in the acute care and intensive care unit setting.
Núñez, Giselle <i>Associate Professor</i> gunez@sxu.edu	B.S., University of Illinois Urbana-Champaign M.S., Rush University Ph.D., University of Illinois Chicago CCC-SLP	Assessment and treatment of bilingual children, parent education, language development and disorders, and student preparation for practicum in schools working

	#146008682	with culturally and linguistically diverse families and students.
Osier, Lisa <i>Assistant Professor, Professional Practice and Director, CSD Programs</i> osier@sxu.edu	B.S., University of Illinois Urbana-Champaign M.S., Rockhurst University CCC-SLP #146012849	Medical speech pathology, swallowing disorders, adults with pulmonary disease, neurogenic communication disorders, gerontology, end-of-life ethical issues and decision-making, and health care simulation technology.
Prescott, Kathryn <i>Assistant Professor</i> prescott@sxu.edu	B.A., Northwestern University M.A., University of Illinois Urbana-Champaign Ph.D., University of Wisconsin-Madison	Language development, autism, augmentative and alternative communication, early intervention, school-age language intervention.
Rodriguez-Guerra, Míriam <i>Assistant Professor, Undergraduate Coordinator</i> guerra@sxu.edu	B.A., Universidad de Las Palmas de Gran Canaria M.A., Consejo Superior de Investigación Científica Ph.D., University of Arizona	Phonology, speech sciences, bilingualism, minority languages and early language acquisition.
Simak, Kristina <i>Assistant Professor, Professional Practice</i> simak@sxu.edu	B.S., University of Illinois Urbana-Champaign M.A., University of Illinois-Urbana-Champaign CCC-SLP #146011646	Bilingual speech-language pathology, assessment and implementation of IEPs for bilingual elementary students, staff and family education, bilingual language development and disorders, and multicultural and multilingual issues.
Zaras, Carry <i>Assistant Professor, Professional Practice; Clinical Education Coordinator</i> zaras@sxu.edu	B.S., University of Wisconsin-Whitewater M.S., University of Iowa #146005015	Experience across the continuum of care in medical speech pathology for adult population. Assessment and treatment of speech, language, cognitive and swallowing disorders associated with neurogenic disorders associated with stroke, traumatic brain injury and progressive neurological diseases.
Staff Clinical Supervisor		
Clisham, Nora clisham@sxu.edu	B.S., Marquette University M.S., Marquette University CCC-SLP #14177215	Experience in care across pediatrics, including pediatric dysphagia.
ADJUNCT CLINICAL FACULTY		
Alter, Anastasia alter@sxu.edu	B.S., University of Illinois M.S., Indiana University CCC-SLP #12074635	
Dunneback, Katherine dunneback@sxu.edu	B.S., University of Illinois M.S., Indiana University	

	CCC-SLP #12074635
Jones, Laura ljones@sxu.edu	B.S., Illinois State University M.S., Illinois State University CCC-SLP #146011688
Leonard, Mary mleonard@sxu.edu	B.S., Eastern Illinois University M.S., Eastern Illinois University M.A., Governors State University (Educational Administration) CCC-SLP #12148155
Locke, Kathleen locke@sxu.edu	B.S., University of Illinois Urbana-Champaign M.S., Saint Xavier University CCC-SLP #146010315
McCarthy, Elizabeth emccarthy@sxu.edu	M.S., Saint Xavier University CCC-SLP #
Rahima, Ibtisam rahima@sxu.edu	B.S., Governors State University M.H.S., Governors State University CCC-SLP #146007974
Regnier, Bridgid regnier@sxu.edu	B.S., Purdue University Minor: Psychology M.S., Nova Southeastern University CCC-SLP #12129623
Mulholland, Stephanie mulholland@sxu.edu	B.A., Eastern Illinois University (CMN Studies) B.S., Eastern Illinois University M.S., Eastern Illinois University CCC-SLP #14065287
Staresinich, Julie staresinich@sxu.edu	B.S., University of Wisconsin Madison M.S., Saint Xavier University CCC-SLP #146007369
Whealan, Jeanine whealan@sxu.edu	B.A., Saint Xavier University M.S., Saint Xavier University CCC-SLP #146006569
Staff and Key Responsibilities	
Kolasa, Christopher <i>Office Coordinator</i> cmkolasa@sxu.edu	<ul style="list-style-type: none"> • Front Line Contact • Client Intake and Scheduling • Coordinating Work of Graduate Assistants at Front Desk • Coordination of Medical Records
Rohan, Kathy	<ul style="list-style-type: none"> • Transition to Electronic Medical Records • Purchasing and Budget

<i>Director, Clinic Operations</i> <i>(Ludden Clinic and Health Center)</i> krohan@sxu.edu	<ul style="list-style-type: none"> • Facilities Management • Health and Safety
Rodgers, Krista <i>Program Administrator</i> krodgers@sxu.edu	<ul style="list-style-type: none"> • Graduate Program Administrator • Undergraduate Program Administrator • Clinical Externship Coordinator

APPENDIX C- CHAIN OF COMMAND



APPENDIX D- KASA COMPETENCY ACCEPTANCE

POLICY

Each student enrolled in the graduate program must meet the knowledge and skill requirements outlined in the current ASHA standards. A majority of these will be met in the academic coursework and clinical experiences in this program, but it is possible that a student may have participated in, or may arrange to participate in, other experiences that will fulfill knowledge and/or skill competencies in a variety of areas.

If a student wishes to use previous coursework, outside experiences or independent study work to fulfill KASA requirements, it is his or her responsibility to make the case to his or her academic or clinical advisor. Experiences that may qualify may include:

- Courses taken at other universities.
- Participation in clinical practice at other universities.
- Participation in workshops, internal services or clinical training.
- Independent study work.

A student is required to complete the SXU KASA Competency Acceptance Form and submit it to their advisor with the appropriate documentation. Documentation requirements may include course syllabi, KASA competency documentation forms from other universities, workshop materials (including course objectives, learner outcomes, and a certificate of completion if available), and/or an independent study plan (including activities, materials, products and KASA competencies that can be met).

The submitted plan will be reviewed by a two- to three-person faculty committee that will include the student's advisor and a faculty member that teaches in that content area. KASA competencies will be accepted if the committee deems that the experiences have or will provide the student with at least satisfactory levels of knowledge or skill in the standards addressed (i.e., that the

student will be ready for entry-level practice in a clinical fellowship experience). The student will be notified of the decision to accept or not accept the competencies via the completed and signed SXU KASA Competency Acceptance Form. The student must sign and return the form. The advisor will retain a copy for the student's file, and the student will receive a copy of their records.

Approved by Faculty on 8/18/23

KASA COMPETENCY ACCEPTANCE FORM

Student Name:

Date:

Academic/Clinical Advisor:

KASA competencies for which acceptance is sought:

Documentation provided to support request:

Decision: **Accept** **Do Not Accept**
Comments:

Advisor Signature / Date

Student Signature / Date

Graduate Program Director Signature / Date

APPENDIX E -INTERVENTION PLAN AND NOTICE OF ACADEMIC PROBATION

Graduate Program in Speech-Language Pathology Intervention Plan and Notice of Clinical Probation

You are receiving this notification because you failed to achieve one or more of the KASA competencies addressed in your clinical coursework. As a result, you must complete an intervention plan. The details of these competencies and the requirements of your plan are detailed below. You will be placed on academic probation until you successfully demonstrate all deficient KASA competencies.

I. Course Information:

Student:

Course:

Semester:

Instructor:

Attach KASA competency rating form if this plan relates to an academic course.

II. KASA Competency Deficiencies:

☐ IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Big Nine Area(s): Speech sound production.

☐IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Big Nine Area(s): Receptive and expressive language, cognitive aspects of communication.

☐IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

☐IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

☐IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

☐IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state and national regulations and policies relevant to professional practice.

☐V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

☐V-B1: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes in ***evaluation***.

Big Nine Area(s): _____

Specific areas of deficiency, if appropriate:

☐Conduct screening and prevention procedures (including prevention activities).

☐Collect case history information and integrate information from clients/patients, family, caregivers, teachers and relevant others, including other professionals.

☐Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.

☐Adapt evaluation procedures to meet client/patient needs.

☐Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

☐Complete administrative and reporting functions necessary to support evaluation.

☐Refer clients/patients for appropriate services.

V-B2: The applicant for certification must have completed a program of study that includes sufficient experience in breadth and depth to achieve the following skills outcomes in ***intervention***.

Big Nine Area(s): _____

Specific areas of deficiency, if appropriate:

☐ Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

☐ Implement intervention plans (involve clients/patients and relevant others in the intervention process).

☐ Select or develop and use appropriate materials and instrumentation for prevention and intervention.

☐ Measure and evaluate clients'/patients' performance and progress.

☐ Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

☐ Complete administrative and reporting functions necessary to support intervention.

☐ Identify and refer clients/patients for services as appropriate.

☐ V-B3: Interaction and Personal Qualities

Specific areas of deficiency, if appropriate:

☐ Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers and relevant others.

☐ Collaborate with other professionals in case management.

☐ Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers and relevant others.

☐ Adhere to the ASHA Code of Ethics and behave professionally.

III. Intervention Plan (attach additional sheets, if necessary)

1. Required Action:

a. Assessment method:

b. Criteria to demonstrate competence:

2. Required Action:

a. Assessment method:

b. Criteria to demonstrate competence:

Deadline for completion of successful completion of plan:

IV. Acknowledgement of Intervention Plan

Signature of Student: _____

Signature of Instructor: _____

Signature of Graduate Program Director: _____

*Signature of Director of Clinical Education: _____

(*Required if remediation plan applies to a clinical course.)

V. Review of Plan

Date of Review: _____

Instructor Completing Review: _____

Summary of Review:

Result of Review:

☐ The student successfully completed the intervention plan and demonstrated the KASA competencies checked above.

☐ The student did not successfully complete the intervention plan; KASA competency deficiencies remain. Follow up required by graduate program director.

Signature of Student: _____

Signature of Instructor: _____

Signature of Graduate Program Director: _____

*Signature of Director of Clinical Education: _____

(*Required if remediation plan applies to a clinical course.)

APPENDIX F- FAILURE TO DEMONSTRATE PROFESSIONAL INTERACTIONS AND PERSONAL QUALITIES

SAINT XAVIER UNIVERSITY

Consequences of Unprofessional Interaction and Personal Qualities

When problem behaviors are identified, the involved faculty member will counsel the student on the unacceptable behavior and indicate what type of behavioral change is expected and the time frame of resolution. The student's unacceptable behavior and the specific counseling will be documented by the faculty with a copy placed in the student's file. In addition, the faculty member will notify the dean of the School of Nursing and Health Sciences (SONHS). The student will be given a copy of the documentation submitted to the student file.

If the behavior violates the [Saint Xavier University Student Code of Conduct](#), the process identified in the Saint Xavier University Student Handbook will be followed.

If the behavior from the infraction does not change within the given time frame, or there are multiple occurrences of unprofessional behavior during the duration of the course, then the faculty member has the right to fail the student. Students who demonstrate repeated, consistent, unprofessional behavior in multiple courses, may be subject to dismissal from the graduate program in Speech-Language Pathology.

FAILURE TO DEMONSTRATE PROFESSIONAL INTERACTIONS AND PERSONAL QUALITIES

SAINT XAVIER UNIVERSITY

COMMUNICATION SCIENCES AND DISORDERS

Student Name (type or print legibly): _____

Course Number and Name: _____

Semester and Year: _____

Date of Occurrence: _____

Date of Meeting with Student:

Location of Occurrence:

Within the tenets of the certification standards of the American Speech-Language-Hearing Association, the essential functions for clinical practicum, and highlighting the values expressed in the University and Communication Sciences and Disorders mission statements, students are expected to achieve the following outcomes. Failure to continually strive to achieve these outcomes jeopardizes the student's academic and professional success and may result in discipline up to and including removal from the graduate program in speech-language pathology.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Demonstrates inaccurate or incomplete verbal/written communication.

- Is verbally abusive and/or exhibits threatening, coercive or violent behavior toward anyone (i.e., sexist, racial, threatening, or demeaning including foul language).

According to the above expected outcome, the student exhibits a deficiency in the following:

- Demonstrates ineffective communication skills with faculty, peers, and/or member of the health care team.
- Act of omission in the care of the client that is contrary to established protocols and guidelines.
- Does not come to clinical session prepared to provide safe care in accordance with established protocols and guidelines.
- Attempts activities without adequate preparation or assistance.
- Is resistant, defensive, and/or non-responsive to improvements. Is non-responsive or fails to implement suggested academic or clinical improvements.
- Does not accept constructive criticism or take responsibility for errors.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Is unable to achieve therapeutic client relationships characterized by rapport, empathy and respect.
- Provides inaccurate or incomplete information during counseling activities.
- Ethics and behaving professionally.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Does not maintain confidentiality in the conduct of one's clinical work or where otherwise required in the graduate speech-language pathology program.
- Needs repeated reminders of responsibilities consistent with University or clinical site policies and requirements.
- Exhibits inappropriate professional dress, appearance and/or behavior.
- Trend of tardiness, leaving class or clinical sessions abruptly or early, or excessive or unexcused absence.
- Is unwilling to address one's own unethical conduct or that of others associated with the program.
- Trend of late exams, assignments and/or missed assignments.
- Misrepresents or falsifies actions, assignments or information.

- Has violated University drug and alcohol policy.
- Failure to carry out psychomotor/technical skills in a safe manner.
- Appears unaware or is indifferent to their deficiencies and the need to improve.
- Engages in distracting conduct while faculty or speakers are delivering a lecture or communicating with a client/patient, family member or relevant other.
- Loudly and frequently interrupts the flow of class with inappropriate questions or interjections.
- Inappropriate use of electronic devices and platforms (i.e., texting, email, use of social media in class or clinical sessions.)

Notification:

Student notified by issuing faculty on: _____(date)

Graduate program director notified by issuing faculty on: _____(date)

Dean notified on: _____(date)

Student comments related to occurrence:

Faculty comments related to occurrence:

Student Signature

Date

Faculty Signature

Date

Graduate Program in Speech-Language Pathology

Intervention Plan

Student's Name _____

Date: _____

Identification of issue:

Steps to be taken (if required):

Time frame for reevaluation:

Student Signature

Date

Faculty Signature

Date

Graduate Program Director Signature

Date

Associate Dean Signature

Date

Resolution:

I, _____ hereby acknowledge that the aforementioned Intervention Plan to address unprofessional behavior and/or personal qualities has been reviewed with me. I further acknowledge and understand that my refusal or failure to comply with every requirement in the Intervention Plan shall result in additional University action, up to and including removal from the graduate SLP program.

Student Signature

Date

Faculty Signature

Date

APPENDIX G- ESSENTIAL FUNCTIONS CHECKLIST

The accredited Speech-Language Pathology program of the Communication Sciences and Disorders Division at SXU adheres to the standards set by the American Speech-Language-Hearing Association (ASHA). The faculty of the department have a responsibility for the welfare of clients tested, treated or otherwise affected by students enrolled in the CSD program. Thus, it is necessary that persons admitted, retained and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology.

In order to fulfill this responsibility, the division has established academic and clinical standards and minimum essential requirements to graduate. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on other non-academic factors that serve to ensure the candidate can meet the essential functions of the clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum and the development of professional attributes required by the faculty of all students at graduation.

Physical Abilities

<i>A student must demonstrate adequate physical abilities to:</i>	<i>Yes</i>	<i>No</i>
Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.		
Move independently to, from, and in a work setting.		
Provide for one's own personal hygiene.		
Manipulate screening/diagnostic materials, including completion of screening/evaluation protocols.		
Effectively implement necessary treatment/behavior plan appropriate for client, including use of materials/instrumentation and data collection.		
Provide a safe environment for others by responding quickly to emergency situations, such as fire or choking, and in the application of universal precautions.		
Visually monitor client responses and materials.		
Make accurate judgments about linguistic and/or acoustic signals.		

Behavioral and Social Attributes

<i>A student must demonstrate adequate behavioral and social abilities to:</i>	<i>Yes</i>	<i>No</i>
Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and development of appropriate relationships with clients and colleagues.		
Maintain composure and emotional stability in demanding situations.		
Adapt to changing environments and situations.		
Communicate effectively with people in person, by phone and in written form by considering the communication needs and cultural values of the listener.		

Demonstrate respect for and the ability to interact with people from diverse ethnic, racial, gender and socioeconomic groups, including individuals with disabilities and different beliefs, attitudes, opinions and values.		
Understand and respect authority.		
Maintain appropriate professional behavior.		
Participate effectively and appropriately in collaboration with faculty, staff and peers within the SXU community in on-campus clinical experiences as well as in external practicum experiences.		
Respond to the questions and concerns of others and demonstrate a willingness to engage in dialogue about performance.		
Engage in self-reflection and demonstrate realistic perceptions of own strengths and weaknesses.		
Speak English accurately and intelligibly, demonstrating the ability to correctly model English phonemes, grammatical structures and social-pragmatic skills.		
Comply with administrative, legal and regulatory policies.		
Demonstrate regular class attendance and meet responsibilities in a timely manner.		

Cognitive Abilities

<i>A student must demonstrate adequate cognitive abilities to:</i>	<i>Yes</i>	<i>No</i>
Demonstrate the mental capacity to learn and assimilate professional information, including the ability to comprehend professional literature and reports.		
Solve clinical problems through critical analysis.		
Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.		
Systematically apply current knowledge of the discipline in choosing the most appropriate techniques for prevention, intervention and assessment.		
Generate discipline-specific documents and clinical reports in English.		
Analyze, synthesize and interpret ideas and concepts in academic and diagnostic/treatment settings.		
Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks.		

Reviewed by _____

Title _____

Date _____

Student Signature _____

Date _____

9525 S. CICERO AVE
OAK LAWN, IL 60453

a division of **Cintas**

TEL: 708-424-4747
FAX: 708-424-9447

Saint Xavier University
Ludden Speech and Language Clinic
3700 W. 103rd Street
Chicago, IL 60655

Student Name: _____ Phone Number: _____

Style #	Description	Size Range	Price	Qty	Size
6909	Maevn Performance Tee Black Pewter White Red MANDATORY LOGO D3JBVC ULC	XS-XL	\$17.94		
		2XL-3XL	\$19.94		
		4XL-5XL	\$21.94		
2391	Women's Zip Front Jacket Black Pewter MANDATORY LOGO D3JBVC ULC	XXS-XL	\$34.94		
		2XL-3XL	\$36.94		
		4XL-5XL	\$39.94		
6440	Women's Edwards Performance Jacket Black Grey Heather MANDATORY LOGO D3JBVC ULC	XS-XL	\$45.94		
		2XL-3XL	\$47.94		
		4XL	\$49.94		
MC2702	Women's Med Couture Pant Black <i>XS-2XL available in petite lengths</i>	XXS-XL	\$21.99		
		2XL-3XL	\$23.99		
		4XL-5XL	\$25.99		
		XXST-XLT	\$23.99		
29M	Unisex 50/50 Poly Cotton Short Sleeve Black Charcoal Red White MANDATORY LOGO D3JBVC ULC	S-XL	\$10.94		
		2XL-3XL	\$12.94		
		4XL-5XL	\$15.94		
29LS	Unisex 50/50 Poly Cotton Long Sleeve Black Charcoal Red White MANDATORY LOGO D3JBVC ULC	S-XL	\$14.94		
		2XL-3XL	\$17.94		
CK305A	Men's Zip Front Jacket Black Pewter MANDATORY LOGO D3JBVC ULC	XXS-XL	\$42.94		
		2XL-3XL	\$44.94		
		4XL-5XL	\$46.94		

3440	Men's Edwards Performance Jacket Black Grey Heather MANDATORY LOGO D3JBVC ULC	S-XL	\$45.94		
		2XL-3XL	\$47.94		
		4XL-5XL	\$49.94		
		6XL	\$52.94		
CKA186	Men's Cargo Pant Black <i>XS-2XL available in short lengths</i>	XS-XL	\$28.99		
		2XL-3XL	\$30.99		
		4XL-5XL	\$33.99		
		XST-2XLT	\$30.99		

- Be sure you enter the correct faculty member.
- Be sure you enter the correct clinical site.
- Be sure you enter the correct course number to correspond with your registration.
- Be sure you enter the correct semester.
- Do not enter any confidential information about the client (e.g., client initials, date of birth etc.).
- Do not enter Consult Time with Faculty.
- Do not enter anything into the Clinical Notes.
- You cannot enter additional observation hours after the initial 25 hours.
- Keep checking periodically that all your entries have been approved by the practicum clinical supervisor.

OBSERVATION HOURS:

- Enter Fall Semester. (Date should be the first day of classes.)
- Course: CSDIG 515.
- Clinical Faculty: Enter your clinical advisor.
- Clinical Site: Ludden Clinic.
- Group Encounter.
- Divide the hours into minutes with a maximum of 750 minutes per entry (750 minutes x 2 =1500 minutes or 25 hours). You cannot add more than 1500 minutes for observation.
- Enter the primary age group, gender and race for each entry. (If you have more than two age groups, you will have to make more than two multiple entries.)
- Scroll down to the bottom of the list and add the same number of minutes entered above next to Pre-Clinical Observation.
- Save data.

PREVENTION:

- Enter all prevention hours under CSDIG 514: Practicum in Prevention, regardless of your registered course.
- Enter appropriate semester.
- Enter the clinical supervisor for the clinical encounter you are entering.
- Enter the clinical site.
- Group encounter.
- Time in minutes.
- Primary age group.
- Select the type of prevention (KASA area addressed from the drop-down menu).
- Scroll down to Prevention and enter the number of minutes of client contact time.
- If you have more than one KASA area for the same prevention activity, divide the minutes appropriately after discussion with your supervisor. You will need to make separate entries.
- Click Save Data.

Diagnostic and Intervention:

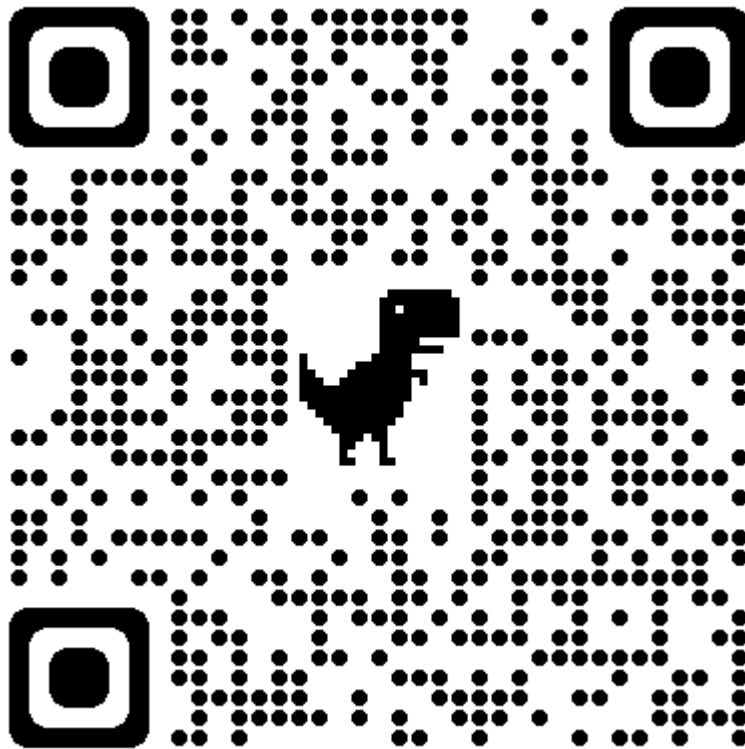
- Enter appropriate semester, registered course number and title, clinical supervisor and clinical site. (Note: Some of our clinical instructors supervise on campus at the Ludden Clinic and off campus at another job site. Be accurate when entering the site in which you completed the hours.)
- If you have a 1:1 ratio of client to student as with most of our on-campus groups, then enter as an individual encounter (e.g., two students and two clients in one session).
- If you have one student with more than one client, enter the encounter as a group. (Most off-campus groups will consist of one student with two or more clients. That would be a group encounter.)
- If it is an individual encounter, enter the age of the client in years, gender and race.
- Enter the total client contact time in minutes.
- Enter the information about the age group again under questions.
- For Type of Prevention, enter the disorder if it is a prevention activity. If it is a therapy or diagnostic activity, choose Not Prevention.
- For Type of Case, enter Direct for an actual therapy or diagnostic session with a live client. Choose Alternative Clinical Experience (ACE) for an approved alternate activity, such as a Simucase experience conducted as part of a class.
- Divide the total number of client contact time for each encounter in minutes according to the time spent targeting each disorder area.
- Enter the number of minutes next to the disorder area in either diagnostics or intervention. (Dx indicates diagnostics. Rx indicates intervention.)
- Discuss the breakdown of total minutes with your supervisor. Be sure to assign times to as many areas as you addressed during the client encounter. Choose the less-commonly occurring disorders when possible. Articulation and language are the most commonly occurring disorder areas and most students acquire sufficient hours in these areas.
- Only enter minutes for areas that you actually assessed – not areas that you have screened (e.g., hearing screening time).
- The total number of minutes entered must equal the number of minutes entered for total Time with Patient - not more.
- Save data.
- Check to see that your entries have been approved by the clinical faculty member.
- Make sure that your supervisor has entered an EASI evaluation for every clinical activity you complete: prevention, intervention and assessment.

UNDERGRADUATE HOURS:

- Graduate students should enter undergraduate hours as a clinical encounter under their clinical advisor.
- Divide minutes for disorder areas as indicated on the signed documentation from the undergraduate program.
- Students' clinical advisor will cross check entries with the paperwork and approve as indicated.
- Students can enter a maximum of 50 undergraduate hours – no more.
- Save data.

ADDITIONAL NOTES:

- Cognitive refers to cognitive skills, such as memory, sequencing, problem-solving, etc. - not clients with cognitive delays such as Down syndrome.
- Client contact time with clients having diagnosed hearing impairments (e.g., wearing hearing aids) can be counted totally or partially as hearing hours, even though students may be addressing articulation or language or another area.
- The total time entered for groups must equal and not exceed the actual clock time for the group.
- Communication modalities can be counted for low-tech (e.g., pictures) or high-tech (e.g., devices) or sign. Count this time for communication modalities rather than articulation or language when appropriate. Use of pictures as a stimulus material or a behavior chart or picture schedule are not examples of time considered under communication modalities.
- Group sessions lend themselves to some time for social aspects.
- Time addressing language processing disorders should be counted under hearing. Speech-language pathologists can diagnose processing disorders. An evaluation by an audiologist is not required to count minutes in this area.
- Fluency hours may include clients with stuttering disorders, non-fluent aphasia, cluttering, etc.
- DX indicates “diagnostic” or “evaluation” and TX indicates “treatment” or “intervention.”



Saint Xavier University
School of Nursing and Health Sciences
OCCURRENCE REPORT

This form is used to report an occurrence involving a SONHS student who is engaged in a scheduled clinical or course-related activity. The purpose of the form is to assist with the identification and management of clinical practice occurrences, adverse events, errors and near misses. The entire form must be completed and signed by both the student and the clinical/course faculty.

Date of Report: _____ Date of Occurrence: _____ Time of Occurrence: . a.m./p.m.

Agency/Location of Occurrence: _____

Address: _____

Program of Study: Nursing CSD Exercise Science Gerontology Studies Sports and Fitness
 Admin Physical Education

Course Number: _____ Instructor/Faculty: _____

CATEGORY OF OCCURRENCE:

- Error [Defined as incident or occurrence that had the potential to place a client at risk or harm or resulted in actual harm].
- Near Miss [Defined as an event or situation that could have resulted in accident, injury or illness, but did not, whether by chance or through timely intervention (Ebright et al., 2004)].
- Other _____

TYPE of OCCURRENCE

- Medication error
- Needle stick
- Unprepared for providing client care
- Blood/body secretion exposure
- Fall event
- Outside of scope of practice
- Injury to body
- Change in client condition
- Inappropriate/inadequate communication by faculty, preceptor, student, client, health care team or visitor
- Violation of HIPAA
- Environmental safety for self, client or others
- Equipment or medical device malfunction
- Not following agency/program policy
- TB exposure
- Other: _____

WHO RECEIVED INJURY: ☐ Client ☐ Student ☐ Faculty ☐ Staff ☐ Visitor ☐ Other

GENDER: ☐ Male ☐ Female ☐ Unknown

ENGLISH is predominant language: ☐ Yes ☐ No ☐ Unknown

STATUS OF CLIENT/STUDENT/INDIVIDUAL

- Harm

- AGE:** ☐ 0-5 ☐ 6-12 ☐ 12-15 ☐ 15-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45
☐ 46-50 ☐ 51-55 ☐ 56+ ☐ Unknown

Name: _____
(Last) (First) (Middle)

Phone: _____
(Cell) _____

CLIENT/VISITOR/OTHER _____ INVOLVED IN OCCURENCE
(Circle one if applicable)

Address: _____

(Street) (City, State, Zip)

Phone: _____
(Residence) (Work) (Cell)

If an injury resulted, explain who was injured and the nature and location of the injury. (Describe fully, including parts of the body affected.)

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Signature is required in the appropriate space below only if a student sustained an injury.

Treatment received (student's signature) _____

Treatment refused (student's signature) _____

ACTION(S) TAKEN

Agency occurrence report completed: ☐ Yes ☐ No ☐ Unknown ☐ Not Applicable

SXU Public Safety Occurrence Report filed: ☐ Yes ☐ No ☐ Unknown ☐ Not Applicable

Describe action taken following the incident:

- ☐ Faculty
- ☐ School of Nursing and Health Sciences Administration
- ☐ Other: Please Describe

EXPECTED FOLLOW-THROUGH (Include dates for completion.)

Who was informed?

- ☐ Course Faculty
- ☐ SONHS Administration
- ☐ Client/Family
- ☐ Clinical Agency
- ☐ Clinical Unit Manager
- ☐ Director of Clinical Education
- ☐ Other:

CHANGES OCCURING POST OCCURRENCE

(Provide a plan to keep other such incidents from occurring in the future).

- ☐ Student Instruction
- ☐ System Change
- ☐ Policy Change
- ☐ Practice Change
- ☐ Course/Curriculum Change
- ☐ No Change

OTHER PARTY INVOLVED (if applicable)

Name:

(Last) (First) (Middle)

Address: _____
(Street Address) (City, State, Zip)

Phone: _____
(Residence) (Work) (Cell)

PERSONS OBSERVING OCCURRENCE (if applicable)

Name: _____
(Last) (First) (Middle)

Address: _____
(Street Address) (City, State, Zip)

Phone: _____
(Residence) (Work) (Cell)

Name: _____
(Last) (First) (Middle)

Address: _____
(Street Address) (City, State, Zip)

Phone: _____
(Residence) (Work) (Cell)

PRACTICUM FACULTY MEMBER (if applicable)

Name: _____
(Last) (First) (Middle)

Address: _____
(Street Address) (City, State, Zip)

Phone: _____
(Residence) (Work) (Cell)

PARTIES INFORMED OF OCCURRENCE

Name: _____

Position: _____ Agency/Title: _____

Name: _____

Position: _____ Agency/Title: _____

Name: _____

Position: _____

Agency/Title: _____

Complete for Occurrences at SXU Clinic (if applicable):

Name: _____

Relationship to Client: _____

Name: _____

Relationship to Client: _____

Name: _____

Relationship to Client: _____

Report Prepared by: _____

Date: _____

Student Signature: _____

Date: _____

Other Signature: _____ Date: _____

ORIGINAL REPORT TO BE FILED IN THE OFFICE OF THE DEAN, SCHOOL OF NURSING AND HEALTH SCIENCES. ONE COPY TO BE RETAINED BY PROGRAM IN A SECURE FILE.

R:\A SHARED SONHS CHART/Forms and Templates

Revised 10/2018