

Master of Speech-Language Pathology  
Program Manual  
for  
Classroom and Practicum Education



2023-2024

## Welcome Students to the Speech-Language Pathology Program

We are delighted that you have chosen Brescia University to pursue your graduate study in Speech-Language Pathology! Speech-Language Pathology is a very rewarding profession, and the people we serve deserve compassionate, competent services. You are to be commended for your commitment to developing the knowledge, values, and skills necessary to practice Speech-Language Pathology.

We are proud of our Catholic heritage and the legacy of Saint Angela Merici, who inspired the Ursuline tradition of excellence in education. The Ursuline values of service, concern for marginalized groups, social justice, human relationships, presence of hope, person-in-environment perspective, and respect for self-determination are important concepts when working in a therapeutic setting.

In addition, the Speech-Language Pathology program promotes the spirit of what is known in the Catholic Church as *Caritas*. *Caritas* represents the unconditional love that motivates us to care for others. We support the application of professional, ethical Speech-Language Pathology expertise and service within a context of genuine, unconditional positive regard for others in which nothing is expected in return. Students do not have to be part of any particular faith tradition to embrace the concept of *Caritas*.

The Speech-Language Pathology program expects you to play an active role in your own education, to contribute to the continuous quality improvement of the program, and to develop in areas of interest to you. Please let us know how we can support you in these endeavors.

This program manual provides essential information that will help you succeed in the Speech-Language Pathology Program. Please become familiar with it so you can refer to it as necessary.

Warm Regards,

Dr. Julie Hess  
Speech-Language Pathology Program Director

## Welcome Clinical Supervisors

We are delighted that you have agreed to supervise one of our students during a clinical practicum course. We understand the commitment and responsibility you are electing to complete in order to give back to the profession. We are here to support you. Please do not hesitate to contact us if you should have any questions, concerns, or comments. We appreciate your timely feedback as we continuously strive to improve our program for current and future students.

In this program manual, you will find information about our university and program. In addition to these resources, there is an additional, internal Clinical Practicum Manual, which will be emailed to you.

You deserve high accolades for your willingness to train future professionals. Our profession depends on people like you to step forward and serve the next generation of professionals. We hope that you are able to embrace our Program's Philosophy and become part of what we call, *The Brescia Difference*, for our students during their clinical practicum training. We consider you an important extension of our Bearcat family.

We look forward to supporting you on your journey as a clinical supervisor.

Sincerely,

Dr. Julie Hess  
Speech-Language Pathology Program Director

## Table of Contents

Accreditation and Authorization .....	5
Our History .....	6
Philosophy and Mission of the Program .....	8
Administrative Structure of the University .....	14
Administrative Structure of the SLP Program .....	15
Admission to the SLP Program .....	16
Explicit Curriculum.....	23
Success in the Program .....	32
Implicit Curriculum.....	42
Student Participation and Representation.....	45
University Policies.....	49
SLP Professional Information .....	52
University Resources .....	53
Practicum Education.....	54
Agency Assignments.....	60
Criteria for Successful Completion of Practicum.....	63
Professionalism.....	66
Contact Information .....	67

## Accreditation and Authorization

### Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC)

Brescia University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, and Masters Degrees. (Their contact information is 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501).

### Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

**The Master of Science (M.S.) education program in speech-language pathology {distance education} at Brescia University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.**

### Kentucky Council of Postsecondary Education

Brescia University’s Master of Speech-Language Pathology Program is approved by the Kentucky Council of Postsecondary Education.

## Our History

### The Mission of Brescia University

Brescia University is a Catholic, liberal arts institution founded in the Ursuline tradition of personal and social transformation through education. It was founded by the Ursuline Sisters of Mount Saint Joseph in 1950. Its origins are in Mount Saint Joseph Junior College for Women, established at Maple Mount, Kentucky in 1925. Between 1925 and 1950, coeducational extension courses in Owensboro led to the creation of a second campus, and after 1949, consolidation of the two campuses at the present site of Brescia University. In 1951, Brescia began operating as a four-year College. Brescia College became Brescia University with the addition of a Master of Business Administration degree. We also added a Master of Science in Management degree. Brescia now offers additional graduate degrees, including the Master of Science in Speech-Language Pathology, the Master of Clinical Psychology, and the Master of Social Work degree.

Our University's Mission:

*Directed to academic and moral excellence in a student-centered environment, Brescia University's mission is to offer undergraduate and graduate programs that serve students who seek success through rewarding careers and service to others.*

### The Ursuline Tradition and the Profession of Speech-Language Pathology

The Ursuline Tradition and the profession of Speech-Language Pathology are complementary in many ways. For example, the Ursuline tradition is to focus on the individual, recognizing that each person is unique and has his/her own gifts and needs. Professional Speech-Language Pathologists recognize the dignity, worth, and strength of individuals.

The Ursuline tradition makes a commitment to the whole person in need of formative education, causing Ursuline schools to be centers of learning for all branches of knowledge; ecumenical centers where spiritual faith and moral development are nurtured; and human communities where individual psychological, emotional, and social needs can be nourished. In college and university settings, this attention to the whole person keeps Ursuline higher education committed to the liberal arts. The foundation of a biopsychosocial model is based upon the belief that people are multidimensional beings whose development is influenced by the intersection of multiple factors, including biology, psychology, socioeconomics, culture, spirituality, social institutions, families, and communities.

The Ursuline tradition emphasizes the importance of service, causing Ursulines to invite students into active cooperation with their good works among others in need so that they develop attitudes of servant-leadership. Speech-Language Pathologists help people in need, provide services to others, and engage in advocacy efforts.

Ursulines have an enduring concern for people who are marginalized, inspiring them to attend to those excluded by the cultural mores of the time, whether they be the girls of the 16th century; the First Nations people of 17th-century Canada; the African Americans of 18th-century New Orleans; the rural poor throughout the United States in the 19th and 20th centuries; the “underachievers” upon whom education was thought to be wasted; people with physical or mental disabilities across all the centuries; or the working adults today unable to access traditional higher education. Speech-Language Pathologists may serve people who have been disempowered and devalued. Speech-Language Pathologists may serve people affected by poverty, unemployment, abuse, disability, and the violation of their civil rights.

The Ursuline’s philosophy is that leadership governs through invitation and persuasion, rather than force, recognizing that God gives free will to every person and that force, while sometimes necessary, should always be the last resort. The emphasis on free will is similar to the Speech-Language Pathology services in terms of self-determination, autonomy, and empowerment. We believe in the right of people to be the authors of their own lives, to make their own choices and decisions, and to use their personal power to improve their circumstances.

Ursulines support the centrality of community, leading to promotion of the common good and training in mutual respect, collaboration, and interpersonal relationships. This parallels Speech-Language Pathology professional values in human relationships and community support.

Ursulines respect the gospel imperative to work for justice, accepting individual and communal responsibility to help build the reign of God on earth, to empower the marginalized, and to use one’s God-given gifts to make the world better for one’s presence in it. Social justice drives us to confront discrimination, oppression, and institutional inequities.

The freedom to adapt and change, involves reading the signs of the times as a way to avoid fossilizing the past and remain open to an as-yet-undreamed-of future. The Speech-Language Pathology profession adapts and changes over time. This is evidenced by revisions of CAA accreditation standards, revisions to the Code of Ethics, changes in Position Statements issued by the American Speech-Language-Hearing Association (ASHA), and changes in supervisory standards. This is also evidenced in progressive research that seeks best practices for helping clients and the recognition of how ever-changing technologies play a role in people’s lives.

Ursulines believe in the primacy of hope, inviting all those involved in the Ursuline ministries of teaching and learning to trust in the providence of God and the promise of a better tomorrow. Speech-Language Pathologists offer hope to others and can help people make changes to improve their lives. It is important to recognize that spiritual diversity is an important part of the human condition and represents a fundamental human quality that involves the search for a sense of meaning, purpose, and place in the world.

The Ursuline tradition has heavily influenced Brescia University’s Speech-Language Pathology program. What we call *The Brescia Difference* is embodied in the Respect for the Sacred, Devotion to Learning, Commitment to Growth in Virtue, and Promotion of Servant Leadership.

# Philosophy and Mission of the Program

## Purpose of the Speech-Language Pathology Program

In a Speech-Language Pathology program that delivers services using a traditional face-to-face format in a physical setting, one might expect a community needs assessment to influence the mission and objectives of the program; however, Brescia University's Speech-Language Pathology program is delivered exclusively online. Our community is global in nature. We educate Speech-Language Pathologists to provide services in a vast array of settings. Our students learn the specialized skills needed to adapt to the diverse needs of the many different contexts, populations, problem areas, methods of intervention, and approaches to practice that are part of their specific communities. Our students are members of a global community, so it is important to create a program that meets a diverse set of needs and circumstances.

## Program Philosophy

Theory of human caring (Eriksson, 2006), the Catholic social teaching of *Caritas*, and Watson's 10 Caritative processes (2007) undergird the philosophy of the SLP program. We believe that Speech-Language Pathology must not only be driven by evidence-based practices, but must occur in an environment of authentic caring. Watson identified 10 *Caritas* processes. These processes are integrated within Speech-Language Pathology services provided to others: embracing humanistic-altruistic values, instilling hope, nurturing self and others, developing caring relationships, allowing for the expression of both positive and negative feelings, using problem-solving processes, teaching by addressing individual learning styles, creating a healthy environment, helping people get their basic needs met, and being open to spiritual unknowns.

In the Gospel of John 12:15, Jesus says to his disciples: "Love one another as I have loved you." This call to love is not only for the individual Christian but also for the wider extent of Christian charitable efforts.

In 2015, the President of Brescia University was invited to participate in a conference on *Caritas* held at the Vatican. The effort to find meaning in this call to love is often referred to as "*Caritas* Theology" after the Latin word for love—*Caritas*. *Caritas* means love of humankind. Most of the theological reflection on this notion of *Caritas* has been in European Catholic circles. In many ways *Caritas* theology is a natural fit for Brescia's Speech-Language Pathology, as there has been a long-standing commitment of the faculty at Brescia University to integrate *The Brescia Difference* into the curriculum of the program. This does not mean that we rely solely on love to serve clients, nor does it mean we develop loving or social relationships with them. Love alone is not sufficient to improve the life conditions of people, help them make changes, teach them compensatory skills in challenging situations, administer a program, or engage in policy practice.

ASHA regulates the profession by accrediting Speech-Language Pathology programs through the CAA. The CAA holds programs accountable to meet specified standards, and graduating students who demonstrate an acceptable level of professional competence. ASHA helps protect



the public through the development of an examination, *The Praxis Exam in Speech-Language Pathology*, that helps contribute to licensure and certification processes of Speech-Language Pathologists.

“Individuals who care for those in need must first be professionally competent: they should be properly trained in what to do and how to do it, and committed to continuing care. Yet, while professional competence is a primary, fundamental requirement, it is not of itself sufficient. We are dealing with human beings, and human beings always need something more than technically proper care. They need humanity. They need heartfelt concern.” (Pope Benedict, 2005, para 31(a)). “This proper way of service to others also leads to humility. The one who serves does not consider himself superior to the one served, however miserable his situation at the moment may be.” (Pope Benedict, 2005, para 35).

Although the concept of *Caritas* is inspired by Scripture, students do not need to be Catholic, or even Christian, to put *Caritas* principles into practice. *Caritas* is *not* a way of proselytizing or promoting religion. The philosophy of *Caritas* is blended into the SLP program in a way that combines love of humankind with professionally competent services. It is a model of providing professional Speech-Language Pathology services.

## Vision of the Speech-Language Pathology Program

The Vision of the Speech-Language Pathology Graduate Program is to become a leader in preparing competent and compassionate professional speech-language pathology practitioners through a rigorous online program that offers outstanding academic and clinical training which exceeds expectations of all stakeholders.

## Mission of the Speech-Language Pathology Program

The mission of the University, the Ursuline values upon which it was built, and the University’s Strategic Plan guide the mission of the Speech-Language Pathology program. The program, as a result, is characterized by a culture of respect for all people; appreciation of diversity; a commitment to serving marginalized groups; faculty who are nurtured and valued; a willingness to provide service to others; and expectation of a future in which we embrace and welcome change, growth, and technological advancements, rather than brace against them.

## Program Mission Statement

The mission of the Speech-Language Pathology graduate program is to provide professional-level education in the Ursuline tradition that allows students to enter the rewarding career of Speech-Language Pathology as competent clinicians and lifelong learners whose work brings compassionate service to others and a sense of purpose and satisfaction to themselves.

## Program Goals

The Brescia University Speech-Language Pathology program strives to continuously improve the quality of the program. Current program goals that drive the delivery of the curriculum include:

Students will direct their learning in their areas of high interest through program electives, a thesis option, and assignment topic choices.

Students will create an outstanding academic resumé that includes at least two unique and specialized learning experiences during their academic program beyond traditional course content and course offerings (professional conferences, guest speaker events, specialized on-site observations at facilities).

Students will be immersed in the culture of the institution by the embedding of the Brescia Difference principles into courses within the program.

Students will become critical thinking clinicians who can integrate knowledge in order to serve patients with multifactorial disorders.

Students will become ethical, competent, entry-level clinicians who demonstrate evidence-based diagnostic and treatment care to diverse populations.

Students will have the necessary skills to serve as community advocates and educators for the prevention of communication and swallowing related disorders.

At graduation, our Speech-Language Pathology graduates will be able to:

- a. Practice with care, compassion, and kindness.
- b. Engage in positive, constructive, professional relationships with people from diverse groups
- c. Engage in the helping process through partnerships with clients and client systems, and by being authentically present in their interactions.
- d. Conceptualize the broader implications of current practice situations and take action to influence policy that contributes to justice.
- e. Use evidence-based practice, critical thinking, and creativity to accurately assess and intervene with clients facing complex problems in various settings.
- f. Practice in an ethical and professional manner, guided by the ASHA Code of Ethics, jurisdictional laws, accepted professional standards, agency policies, and accountability to stakeholders.
- g. Intervene in ways that help meet clients' needs, improve their life conditions, and honor their self-determination,
- h. Engage in scientific inquiry to advance knowledge-building in the profession.

Our program goals are derived from our program's mission, and correspond to the CAA and Certificate of Clinical Competence (CCC) standards, as well as the CAA Speech-Language Pathology Professional Practice Competencies, which are explained below.

The program provides content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified below in the CAA Speech-Language Pathology Professional Practice Competencies:

## **Accountability**

- Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Differentiate service delivery models based on practice sties (e.g., hospital, school, private practice).
- Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
- Explain the health care and education landscapes and how to facilitate access to services in both sectors.

## **Effective Communication Skills**

- Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.

## **Evidence-Based Practice**

- Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.

## **Professional Duty**

- Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
- Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.
- Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.

## **Speech-Language Pathology Student Learning Objectives**

The Speech-Language Pathology Program assesses program quality in multiple ways. Student Learning Objectives (SLOs) assess the effectiveness of the educational program by measuring student achievement on content standards. Information/data that is collected is de-identified and used for the purpose of program assessment, not student assessment. Course syllabi identify how Brescia BUEOs and Speech-Language Pathology SLOs are assessed in each course.

Student Learning Outcomes (SLOs) are program specific. SLOs describe what an individual and/or class group can reasonably be expected to know and/or do (knowledge and/or skills) at the completion of the course. The process of assessing SLOs involves sampling student performance data across a program's curriculum to identify the extent to which students have learned and/or mastered content or skills, and to identify student strengths and weaknesses (holistically within a cohort of students). Data is de-identified and is thus, not individualspecific.

The purpose of the assessment is to evaluate and improve student learning within a program of study or course and thus ensure quality within the program as a whole. An SLO identifies specific key knowledge (concepts or skills) that the student will be able to know and/or do. The SLO relates to the core knowledge of the discipline. A signature assignment is selected as an assessment tool to measure student competency on an individual SLO within a course. SLO data is reviewed and analyzed at various levels within the University. Data review and analysis can occur within the academic program, within Brescia's Office on Institutional Research and Effectiveness, and within Brescia's Educational Outcomes and Assessment Committee.

The Speech-Language Pathology SLOs were derived from the program's mission, and correspond to the CAA and Certificate of Clinical Competence (CCC) standards, as well as the nine CAA Speech-Language Pathology professional practice competencies.

### **SLP Student Learning Objective 1: Evaluation Practices**

Students will demonstrate professional competency skills in evidence-based evaluation practices in each of the big nine ASHA content areas (articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication modalities) by earning a performance indicator rating of "competent" or "excellent" on selected evaluation-based signature assignments.

### **SLP Student Learning Objective 2: Intervention Practices**

Students will demonstrate professional competency skills in evidence-based intervention practices in each of the big nine ASHA content areas by earning a performance indicator rating of "competent" or "excellent" on selected intervention-based signature assignments.

### **SLP Student Learning Objective 3: Prevention**

Students will demonstrate professional competency skills in the prevention of communication and swallowing/feeding disorders in each of the big nine ASHA content areas by earning a performance indicator rating of "competent" or "excellent" on selected prevention-based signature assignments.

### **SLP Student Learning Objective 4: Diversity**

Students will demonstrate professional competency skills in diversity in each of the big nine ASHA content areas by earning a performance indicator rating of "competent" or "excellent" on selected diversity-based signature assignments.

**SLP Student Learning Objective 5: Ethics**

Students will demonstrate professional competency skills in ethics in each of the big nine ASHA content areas by earning a performance indicator rating of “competent” or “excellent” on selected ethics-based signature assignments.

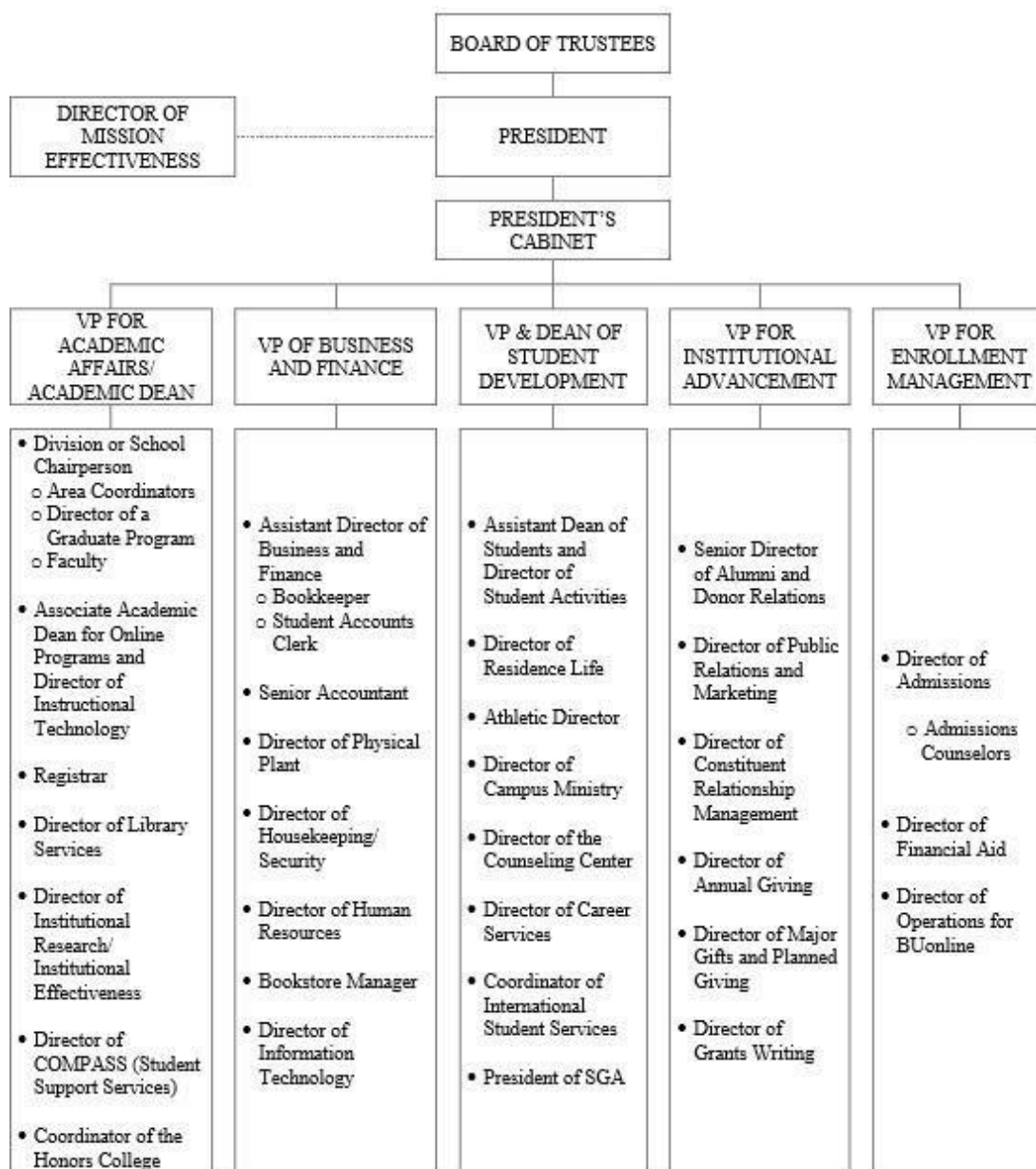
**SLP Student Learning Objective 6: Interdisciplinary Practices**

Students will demonstrate professional competency skills in interdisciplinary practices in each of the big nine ASHA content areas by earning a performance indicator rating of “competent” or “excellent” on selected interdisciplinary-based signature assignments.

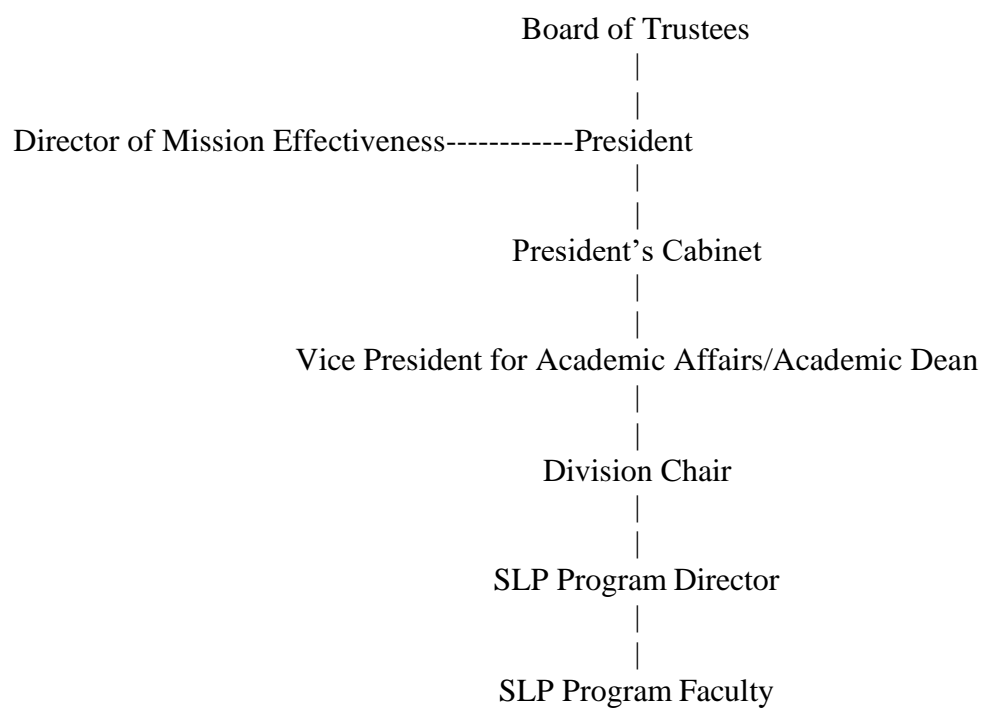
**SLP Student Learning Objective 7: Effective Communication Skills**

Students will demonstrate professional competency skills in professional speaking and writing in each of the big nine ASHA content areas by earning a performance indicator rating of “competent” or “excellent” on selected oral and written signature assignments.

## Administrative Structure of the University



## Administrative Structure of the Speech-Language Pathology Program



# Admission to the Program

## Admission Criteria

All candidates are encouraged to apply. Candidates are vetted by the admissions committee. Conditional admission can be granted, and candidates meeting marginally low admission criteria can be considered by the committee. Non-degree seeking students are not accepted for course enrollment.

Students who wish to apply to Brescia University's Speech-Language Pathology program should submit the following to the Brescia University Admissions Office:

1. Completion of an online application.
2. A bachelor's degree from an accredited institution showing the completion of a Communication Science and Disorders (CSD) undergraduate degree or the completion of a non-CSD bachelor's degree. Applicants holding or not holding a undergraduate CSD major in their bachelor's degree, must show evidence of the following prerequisite course completions:

**Prerequisite courses in CSD:** (grade of A or B required)

- CSD course in Phonetics
- CSD course in Speech and Hearing Science
- CSD course in Audiology
- CSD course in Language Development
- CSD course in Anatomy and Physiology
- CSD course in Neuroanatomy or Neurology
- CSD introductory course (or other relevant CSD course)

**Prerequisite courses that are non-CSD courses:** (grade of A or B is strongly recommended)

- Statistics
- Chemistry or Physics
- Biology
- Social/Behavioral Sciences

Definitions of these non-CSD prerequisite courses can be found on the following website: <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>.

3. GPA of 3.0 or above.
4. Two letters of recommendations provided by instructors who are familiar with the applicant. A third letter is recommended but optional (unless requested by the admissions committee).
5. Typed personal statement (3-4 pages).
6. An academic writing sample.



7. Students for whom English is a second language must meet the minimum acceptable score for the Test of English as a Foreign Language (TOEFL): 550 on the paper-based TOEFL or 79 on the iBT TOEFL.

Baccalaureate Graduates of Brescia University: Graduates of Brescia University's undergraduate CSD program are eligible to receive preferential acceptance. Students who have earned all A's and B's in courses within the major (with no course retakes to earn the A or B), have earned A's in their two clinical practicum courses (externship I and II), and have a minimum GPA of 3.00 or higher may be automatically admitted into the Master of Science (M.S.) in Speech-Language Pathology Program and do not have to submit recommendation letters, personal statements, writing samples, or conduct an interview. The following conditions apply:

- The student completes an online application by the designated deadline;
- The student applies for acceptance to the first cohort following conferral of their bachelor degree from Brescia University;
- There is space available in the program.

If the number of students who qualify for automatic admission exceeds the available space in the program, students will be accepted on the basis of ranked GPA. For example, students with a GPA of 4.0 will be admitted first, 3.99 next, and so on. Brescia University students who do not meet the requirements for automatic admission can still apply but will be required to submit the complete application package.

## Collection and Evaluation of Applications

The deadline for submission of applications for August enrollment is posted on the university's website and is included in advertising material. After the deadline, late applications may be considered. The collection and evaluation of applications are processed in the order:

1. Students complete an online application. They upload required documents and request official transcripts from previous institutions (including the last 60 hours earned).
2. The Associate Director of Graduate Admissions notifies the applicant when the application is complete.
3. After the deadline for submitting applications, the Associate Director of Graduate Admissions forwards the completed applications to the Speech-Language Pathology Program Director. The Program Director and faculty review the applications, using a rubric to evaluate the personal statement, GPA, and recommendation letters.
  - a. GPA scoring
  - b. Personal Statement (scored with a rubric)
    - i. The personal statement is evaluated based on the following evaluation criteria: following directions; writing skills; ability to use distance technology; the student's motivations and future career goals; the student's ability to seek consult in difficult situations; and the student's plans for managing the rigor and practicum placements. A rating of 1 on any item requires special consideration by faculty.

- c. The scores for the GPA, Personal Statement, and recommendation letters are summed.
4. Applicants are selected based upon score, evaluation criteria, and availability of space. A third recommendation letter can be requested as determined by the SLP admissions committee. Personal interviews of candidates may be conducted as determined by the SLP admissions committee. These interviews are conducted through virtual technology to further rate students (if needed) based on oral communication skills and content of answers.
5. The Program Director notifies the Associate Director of Graduate Admission of the decision made for each application, within 30 days. BU Online notifies each applicant of the decision made.
6. It is possible that an applicant may meet or exceed all of the admission requirements, yet not be admitted into the program due to limited space. A student may appeal the decision only if he or she believes to have been discriminated against due to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation or tribal sovereign status. Steps that should be taken in this scenario include:
  - a. The student should submit a letter of appeal to the Speech-Language Pathology Program Director in writing within 10 working days of receiving the denial letter if he or she wishes to appeal the decision.
  - b. The student must explain why he or she believes to have experienced discrimination and offer evidence of discrimination.
  - c. The student's appeal will be reviewed by the Program Director and one Speech-Language Pathology faculty not involved in the original review of the application. The preponderance of the evidence standard will be used.
  - d. The student will be notified by the Program Director of the decision within 10 working days of receiving the appeal.
7. If an applicant meets the eligibility criteria but is not admitted due to lack of available space, the applicant will be placed on a waiting list and given priority consideration for the next beginning cohort. The application will remain "active" on the waiting list for up to two semesters without the student needing to reapply. A student who meets the eligibility criteria, but is not able to start until three semesters later will be asked to submit a written statement discussing any changes that may have occurred in the interim.

## Personal Interviews

Faculty members can request a personal interview of a candidate to clarify application information. A minimum of two faculty members must be present during personal interviews.

If the program receives a high number of qualified candidates, personal interviews may be conducted to determine finalists. Faculty members will interview and score candidates in order to

select the best candidates from the pool of candidates. All candidates will be asked the same questions.

## Admission Decisions

Applicants who successfully meet the admission criteria may be accepted unconditionally into the program. An applicant failing to meet the minimum admissions requirements is individually considered by the Director of the graduate Speech-Language Pathology program and its faculty.

Following the review of application materials and faculty assessments of the applicant, the SLP program's graduate admissions committee will then recommend one of the following:

1. Grant admission as a regular MS in Speech-Language Pathology student; or
2. Grant conditional admission as a regular MS in Speech-Language Pathology student pending completion of prerequisites; or
3. Deny admission.

Rubric for Assessment of the Speech-Language Pathology Application

Candidate: \_\_\_\_\_

Rubric for GPA

GPA	GPA	Points	Score
	2.75 to 3.0	3 pts	
	3.1 to 3.5	4 pts	
	3.6 to 4.0	5 pts	

Rubric for Assessment of Personal Statement

<p><i>Directions for Personal Statement</i>  <input type="checkbox"/> 3-4 pages,  <input type="checkbox"/> ability to use distance learning technology  <input type="checkbox"/> plan to manage time, including Practicum  <input type="checkbox"/> motivations for applying &amp; career goals</p> <p><input type="checkbox"/> example of using supervision/ consultation in a difficult situation  <input type="checkbox"/> 12 pt, Times New Roman, doubled spaced, 1" margins</p>				
	Excellent 5	Adequate 3	Concerning 1	Score
Follows directions <ul style="list-style-type: none"> <li>▪ Addresses all items</li> <li>▪ Stays within page limit</li> </ul>	Answers all of the questions. Does not exceed page limit.	Statement is 3-4 pages long. Answers all of the questions. Not fewer than 2 ½ and not more than 4 ½ pages.	Does not answer all of the questions and/or disregards the directions in a significant way	
Writing skills	Ideas are presented in an organized, concise manner and are clearly expressed. Grammar and punctuation have virtually no errors.	Ideas are presented in an organized manner. They are clearly expressed. Grammar and punctuation have no more than a few errors that are minimally distracting.	Ideas are disorganized and/or vague in expression. Grammar and punctuation are poor with run-on sentences, sentence fragments, and lack of proper punctuation	
Ability to use distance learning technology	Reports advanced skills	Reports adequate skills	Reports needing assistance in this area.	
Appropriate motivations and career goals	Gives in-depth examples. Shows well developed plans.	Adequate depth and detail are given.	Vague or shows little knowledge of the profession.	
Ability to seek consult in difficult situations	Gives compelling examples.	Describes or gives an adequate example.	Does not give an adequate example that could be related to future circumstances.	

Rubric Assessment of Personal Interview

Oral Communication	Excels in oral delivery of information.	Adequate oral delivery of information.	Deficits in oral delivery of information.	
Content of Answers	Excels in ability to answer questions posed by faculty.	Adequate ability to answer questions posed by faculty.	Deficits in ability to answer questions posed by faculty.	

### Rubric Assessment of Recommendation Letters

Letter One Content (Instructor)	A strong, compelling recommendation is given.	An adequate, but not powerful, recommendation is given.	A weak recommendation was given. Concerns or reservations about the candidate are apparent.	
Letter Two Content (Instructor)	A strong, compelling recommendation is given.	An adequate, but not powerful, recommendation is given.	A weak recommendation was given. Concerns or reservations about the candidate are apparent.	
Letter Three Content (Other)	A strong, compelling recommendation is given.	An adequate, but not powerful, recommendation is given.	A weak recommendation was given. Concerns or reservations about the candidate are apparent.	

Overall Score: \_\_\_\_\_

Please attach comments to this document.

## Experience in Lieu of Academic Credit

The program does not grant Speech-Language Pathology course credit for life experience or previous work experience under any circumstances.

## Transfer Credits

The Speech-Language Pathology program may accept transfer of graduate credits under certain circumstances. Only courses in which the student received a B grade or higher are eligible for transfer. Any graduate SLP courses to be transferred into the program must be completed prior to the student's acceptance into the Brescia University Speech-Language Pathology Program. Once a student is accepted into the program, any graduate SLP courses taken subsequently at another institution cannot be transferred. In rare circumstances, more than 6 graduate credit hours can be accepted. Transfer credit requests will be considered as follows:

**Transfer of credits from non-CAA accredited programs** (*for example, graduate courses taken in a related area such as psychology or sociology*):

A student may request the transfer of up to six (6) graduate credit hours into the Program. Transfer courses must be reasonably equivalent to, and substitute for, elective credits. Only courses in which the student received a B grade or higher are eligible for transfer. Equivalency is evaluated on a course-by-course basis and accepted upon the recommendation of the Program Director and based upon the following criteria:

- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

OR

Brescia University SLP Program

### **Transfer of credits from CAA-accredited programs:**

Students who have completed some graduate courses in a CAA-accredited Speech-Language Pathology program (but did not complete the program) may request to have up to 6 credits transferred. Transfer courses must be reasonably equivalent to Brescia Speech-Language Pathology courses; or they may be accepted as elective credits. Equivalency is evaluated on a course-by-course basis and accepted by the SLP Program Director and faculty based upon the following criteria:

- Official transcript
- Course syllabi, which include the name of the school, instructor's name, instructor's degree, course content, student learning objectives, and methods of assessment.
- Course grade of A or B

### **Practicum Education**

The program strongly prefers that Practicum education requirements be completed at Brescia University; however, transfer of credits for Practicum education requirements will be considered in rare circumstances. Students must, in all cases, complete Clinical Practicum II and III at Brescia University. Students are able to transfer in 25 observation hours and up to 50 patient direct patient contact hours from their undergraduate program.

### **Residency Requirement**

Students must complete a minimum of 54 credits at Brescia University to graduate. In rare instances, students may request an exception by contacting the Director of the SLP Program.

### **Authentication of Identity**

Upon acceptance into the program, students must complete the following before they will be allowed to register for classes.

- Submission of a copy of a non-expired photo ID (do not send original) (NOTE: If you do not have access to a photo ID, please let the Director of the SLP Program know this and we will discuss possible alternative forms of identification. It is not our intention to exclude specific applicant groups. Because this is an online program, we are merely trying to authenticate student identity;
- A synchronous, online (with webcam), introductory meeting with the student's advisor or other faculty that may be recorded for the purpose of authenticating student identity.

### **Criminal Record and Drug Testing**

Please note that students who cannot pass a criminal record check in a Practicum agency may not be able to pass the Practicum component for the Master of Speech-Language Pathology degree, and therefore will not graduate from Brescia University with the degree. Students with a criminal record may not be able to secure a Practicum placement. The Brescia University  
Brescia University SLP Program

Speech-Language Pathology Program does not perform criminal background checks, but most Practicum agencies do. Students in this situation are encouraged to disclose this information during the application process. Students may also be required by a Practicum agency to complete drug testing.

Students should also be aware that some state/jurisdictional licensing bodies ask about the criminal record history of an applicant who is applying for Speech-Language Pathology licensure. Students are encouraged to consult their state's requirements for Speech-Language Pathology licensure.

## Explicit Curriculum

The explicit curriculum is the program's formal educational structure. It includes both classroom and Practicum education. Classroom courses are delivered online using synchronous and asynchronous technologies. Every course requires some type of synchronous participation via a webcam and microphone. Practicum education will likely take place in the student's community or nearby community. A minimum of two faculty observations of clinical work, completed through distance technology, must be completed at two different practicum placements.

### SPEECH-LANGUAGE PATHOLOGY DEGREE REQUIREMENTS:

1. Complete all course work with a grade point average of 3.0 (B);
2. Earn a minimum of 60 hours of credit and complete all course and Practicum requirements;
3. Earn an A or B in all courses;
4. Pass a portfolio assessment (summative assessment) in the fourth semester;
5. Submit all clinical and observation hours with a minimum of 25 observation hours and 375 clinical hours. Of the 375 hours, 75 or 20% may be completed via simulations;
6. Pass all knowledge and skill acquisition (KASA) competency tasks affiliated with credentialing standards as specified in course syllabi and as tracked through the CALIPSO program (this is considered a summative assessment);
7. Meet breadth and depth requirements of the clinical experience as evidenced in the clinical clock hour tracking in CALIPSO, by meeting the minimal thresholds of clinical hours in low incidence areas, and by passing the breadth and depth portion of the portfolio assessment process;
8. Meet the CAA professional practice competencies skill areas as evidenced by successful progression through the program and by the summative portfolio assessment;
9. Meet the standards for the CCC-SLP credential as stated below.

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is the credentialing body of the American Speech-Language-Hearing Association (ASHA). The CFCC defines the standards for clinical certification of speech-language pathologists. The degree candidate must meet the following CCC standards (effective in 2020) as part of the degree requirements. These standards are built into the program through: admission requirements (prerequisite courses), graduate course content, practicum education, competency assessment tracking on knowledge and skill acquisition (KASA) standards through the CALIPSO program, the portfolio assessment, and the breadth and depth portion of the portfolio review.

Std.III	Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the knowledge and skills outcomes.
Std.IVA	Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/behavior sciences.
Std.IVB	Has demonstrated knowledge of basic human communication and swallowing processes, including

	the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
Std.IVC	Has demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard.
Std.IVD	Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
Std.IVE	Has demonstrated knowledge of standards of ethical conduct.
Std.IVF	Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Std.IVG	Has demonstrated knowledge of professional contemporary issues (including cultural competency, diversity, equity, and inclusion)
Std.IVH	Has 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.
Std.VA	Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
Std.VB	Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities.
Std.VC	Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact.
Std.VD	Has completed at least 325 of the 400 clock hours while engaged in graduate study.
Std.VE	Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate profession for the minimum number of



required clinical practicum hours. The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient.

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Std.VF Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span.

## Formulation of the Curriculum

At the program's onset, the curriculum was developed by the Speech-Language Pathology Program Director; reviewed by the Academic Dean, Direct of Institutional Research and Effectiveness, and President's Chief of Staff; and approved by the Curriculum and Standards Committee. The curriculum was designed to help students develop and obtain competence in the big nine content areas identified by CAA, to meet credentialing requirements for the Certificate of Clinical Competence (CCC) and to meet competency in the CAA's nine professional practice competency areas. The CCC is a national credential governed by the American Speech-Language-Hearing Association (ASHA). Clinicians can earn this credential through the successful completion of ASHA's clinical fellow program. This clinical fellow period occurs post-graduation. Elective courses were formed by identifying emerging areas of interest and specialty within the profession.

## Planned Course of Study

The Speech-Language Pathology Program traditionally runs in four semesters, with enrollment beginning in August of each calendar year. Students follow a fall-spring, fall-spring, four semester cycle. Students may opt to take one or two elective courses in the summer semesters between year one and year two. The offering of electives in the summer and/or in the second year (fall/spring) of the program is determined on a cohort-by-cohort basis and is based on the needs of each cohort.

### Semester 1: 15 hours

SLP 500 Speech Sound Disorders	3 credits
*SLP 501 Observations in Speech-Language Pathology	1 credit
SLP 505 Research Methods	3 credits
SLP 510 Early Intervention	3 credits
SLP 520 Seminar in Child Language	3 credits
SLP 530 Fluency Disorders	3 credits

\*For students who enter the program without 25 observation hours

**Semester 2: 15-16 hours**

SLP 540 Augmentative and Alternative Communication	3 credits
SLP 550 Clinical Methods and Clinical Practicum I	3 credits
SLP 560 Voice Science and Disorders	3 credits
SLP 565 Dysphagia	3 credits
SLP 570 Motor Speech Disorders	3 credits
*SLP 580 Thesis I (optional)	1 credit

**Semester 3: 15-16 hours**

SLP 600 Pediatric dysphagia	3 credits
SLP 610 Aphasia	3 credits
SLP 620 Cognitive Aspects of Communication	3 credits
SLP 630 Clinical Practicum II	3-4 credits
*SLP 670 Thesis II (optional)	1 credit
Elective	3 credits

**Semester 4: 15-17 hours**

SLP 635 Clinical Practicum III	3-4 credits
SLP 640 Audiology and Aural Rehabilitation Topics for the SLP	3 credits
SLP 650 Education and Healthcare Topics for the SLP	3 credits
SLP 660 Professional Issues in Speech-Language Pathology	3 credits
*SLP 675 Thesis III (optional)	1 credit
Elective	3 credits

**Two electives required: 6 credit hours**

SLP 680 Seminar in Private Practice	3 credits
SLP 690 Advanced Seminar in Orofacial Myology	3 credits
SLP 685 Seminar in Literacy	3 credits
SLP 695 Seminar in Autism	3 credits
MSW 512 Death and Dying	3 credits
SLP 599 Independent Study	3 credits

**Other:**

SLP 545 Professional Competency in Speech-Language Pathology (remediation course)	1-3 credits
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**Course Descriptions**

SLP 500 Speech Sound Disorders	3 credit hours
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This course covers acoustic characteristics of speech sounds, speech sound development, diagnostics, therapeutic interventions, prevention, and cultural competence. Disorders covered include motor-based speech sound disorders, phonological disorders, inconsistent speech sound

disorder, and childhood apraxia of speech. This course includes an introduction to orofacial myology and accent reduction.

SLP 501 Clinical Observations in Speech-Language Pathology 1 credit hour

This course is required for students who did not complete 25 observation hours through an undergraduate program or through prerequisite course work. Students will complete 25 observations hours with fully licensed, ASHA certified SLPs through onsite observations, through the online platform Master Clinician, or through a combination of those modes.

SLP 505 Research Methods 3 credit hours

This course teaches students to be critical consumers of research. Students learn to locate scholarly research articles, to critique research, to identify independent and dependent variables, and to identify and explain research design. Students learn to identify research by levels of evidence, from levels of systematic reviews and randomized controlled trial studies to levels of poorly designed case studies and reports based on expert opinion.

SLP 510 Early Intervention 3 credit hours

This course covers Part C of the Individuals with Disabilities Education Act, the Individualized Family Service Plan (IFSP), a survey of early intervention systems across states, early childhood speech and language development, evaluation and therapeutic techniques for the birth to age three population, prevention of language disorders in this population, and service delivery models. Service delivery model topics include consultation, collaboration, coaching, direct and indirect intervention. Early communication topics include prelinguistic communication and paralinguistic communication.

SLP 520 Seminar in Child Language 3 credit hours

This course covers child language development, evaluation, and treatment of language disorders in children ages three to twenty-one. Topics include: receptive and expressive language, phonology, morphology, syntax, semantics, pragmatics, gestures, literacy, and language modalities. Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities are covered. Students learn to be critical consumers of standardized language testing products.

SLP 530 Fluency Disorders 3 credit hours

This course covers fluency disorders across the lifespan. Students learn to diagnose, treat, and provide counseling for those with fluency disorders. Diagnoses include developmental stuttering, persistent stuttering, acquired stuttering, psychogenic stuttering, and cluttering.

SLP 540 Augmentative and Alternative Communication 3 credit hours

This course explores adaptive and assistive technologies and modalities, and strategies to promote language and communication. Topics include assessment, program development, use and evaluation of technologies, and collaborative problem solving.

SLP 545 Professional Competency in Speech-Language Pathology 1-3 credit hours  
Brescia University SLP Program

This is not a required course, but a remedial course that can be assigned to students who fail (or need to complete competency assessments due to extenuating or rare circumstances). To succeed in the graduate program, students must succeed within a dual system of course grades and competency assessments. Competency assessments occur in required courses and in the final semester of the program through a portfolio assessment. If a student fails any competency assessment on knowledge and skill acquisition (KASA) standards, faculty members may assign remedial coursework in a knowledge and/or skills area. Remedial coursework is designed specifically for the student on a student support plan document. Remedial coursework is completed in order to improve the student's ability to pass a subsequent competency attempt.

#### SLP 550 Clinical Methods and Clinical Practicum I

3 credit hours

In this clinical preparation course, introductory topics for the work setting are covered. These include: ethics and professional conduct, evidence-based practice principles, universal precautions, blood borne pathogens, patient confidentiality, principles of supervision in speech-language pathology, patient counseling and interviewing, diversity issues when working with diverse populations, and an introduction to clinical documentation processes. Students complete their first practicum placement, which is a part-time practicum of 75 patient contact hours in the second half of the semester. The placement occurs in a pediatric setting.

#### SLP 560 Voice Science and Disorders

3 credit hours

This course teaches students anatomy and physiology of the larynx related to voice function including respiration, phonation, resonance, and articulation. Students learn about perceptual voice assessment, videostroboscopic evaluations, aerodynamic and acoustical measurements, voice facilitation exercises, and collaboration with otolaryngology professionals.

#### SLP 565 Dysphagia

3 credit hours

This course covers normal and disordered swallowing of the oral, pharyngeal, and esophageal stages. Laryngeal function, pulmonary issues, and gastrointestinal issues are discussed. Students learn how to diagnose and treat disorders of swallowing, especially in the adult population. Topics include anatomy and physiology of the swallowing mechanism, bedside swallowing evaluations, visualization instruments, manual exercises, neuromuscular electrical stimulation, deep brain stimulation, thermal-gustatory stimulation, and the Frazier water protocol. Students learn about medical conditions related to dysphagia. This course includes an introduction to orofacial myology and feeding disorders.

#### SLP 570 Motor Speech Disorders

3 credit hours

This course covers adult apraxia of speech, types of dysarthria, and related neurological disorders. Students learn relevant anatomy and physiology related to motor speech disorders and relevant cranial nerve examination procedures. Students learn how to provide a differential diagnosis of dysarthria and apraxia. Students learn restoration and compensation approaches for motor speech disorders.

## SLP 580 Thesis I

1 credit hour

This course is an elective course for students completing the thesis option. The first stage of the thesis process involves narrowing a topic of interest, collecting information, and organizing information for a literature review. An edited, finalized literature review is completed.

## SLP 599 Independent Study

3 credit hours

This elective course designates a field of study that is not part of the regular curriculum. It is generally offered based on student interests and needs. Prerequisite: Submission and approval of "Application for Admission to Independent Study."

## SLP 600 Pediatric Dysphagia

3 credit hours

This course covers feeding and swallowing disorders of children from infancy to adolescence. Topics include normal feeding and swallowing milestones, atypical feeding and swallowing development, medical disorders related to pediatric feeding and swallowing disorders, and prevention of feeding and swallowing disorders. Students learn how to evaluate, treat, and provide interdisciplinary services for these disorders.

## SLP 610 Aphasia

3 credit hours

In this course, students learn how to provide a differential diagnosis of aphasia, and how to treat aphasia through compensation and restoration therapeutic techniques. Topics include related medical conditions including stroke and head injury.

## SLP 620 Cognitive Aspects of Communication

3 credit hours

In this course, students learn about the assessment and treatment of cognitive-linguistic disorders and their related medical conditions. Topics include dementia, brain injury, and neurologic disorders. Cognitive aspects of communication includes attention, memory, sequencing, problem solving, and executive functioning.

## SLP 630 Clinical Practicum II

3-4 credit hours

In clinical practicum II, students complete 125-150 clinical hours evaluating and treating patients in a supervised pediatric setting. Students will complete assigned readings, discussions, and projects to support their clinical learning experiences.

## SLP 635 Clinical Practicum III

3-4 credit hours

In clinical practicum III, students complete 125-150 clinical hours evaluating and treating patients in a supervised geriatric setting. Students will complete assigned readings, discussions, and projects to support their clinical learning experiences.

## SLP 640 Audiology and Aural Rehabilitation Topics for the SLP

3 credit hours

This course explores the latest research in hearing science, audiometry, aural habilitation, and rehabilitation. Topics include hearing assessments, hearing aids, cochlear implants, classroom acoustics, oral and manual approaches to communication, the impact of hearing loss on speech and language development, and collaboration among professionals for patients with hearing loss.

## SLP 650 Education and Healthcare Topics for the SLP

3 credit hours

This course covers legalities relevant to the practice of speech-language pathology in education and healthcare settings. Topics include laws, regulations, due process, documentation, and payer systems.

## SLP 660 Professional Issues in Speech-Language Pathology

3 credit hours

This course covers professional issues as well as advocacy and leadership topics for the future speech-language pathologist. Students will identify and research current trends and issues within the Practicum of speech-language pathology and develop actions plans. Students will learn principles of leadership, complete a self-assessment, and develop an action plan related to their growth in leadership skills.

## SLP 670 Thesis II

1 credit hour

This is an elective course for students completing the thesis option. In this stage, students submit a finalized methodology section of the thesis paper. It includes a discussion of potential participants, how participants will be recruited, informed consent forms, any instruments used, what data will be collected, how data will be collected, and how data will be analyzed. The project will be submitted to Brescia University's IRB for approval.

## SLP 675 Thesis III

1 credit hour

This is an elective course for students completing the thesis option. In this stage, students collect the data and complete the analysis, results, and discussion sections of the paper.

## SLP 680 Seminar in Private Practice

3 credit hours

This is an elective and advanced course in business aspects of private practice. Topics include business structure, policies and procedures, business filing, networking with insurance, marketing, electronic medical records, referral processes, and payer systems.

## SLP 685 Seminar in Literacy

3 credit hours

This is an elective and advanced course in literacy. This course explores the latest research in literacy assessment and intervention as well as the SLP's expanded role in literacy.

## SLP 695 Seminar in Autism

3 credit hours

This is an elective and advanced course in autism. This course explores the latest research in autism related to its diagnosis and treatment, especially those interventions related to the practice of speech-language pathology.

## SLP 690 Advanced Seminar in Orofacial Myology

3 credit hours

This is an elective and advanced course in orofacial myology. This course offers an advanced exploration of how structure and function relates to the development and remediation of speech and swallowing disorders.

## MSW 512 Death and Dying

3 credit hours

This course explores death and dying in American society, changes in attitudes and norms, future trends, and service to clients and families. This is a dual-listed course offered to undergraduate and graduate students simultaneously.

# Success in the Program

## Attendance

Students are encouraged to attend all classes. The interactions between students and instructors are a major contributor to engagement and student learning. A student missing synchronous course components; who does not complete instructor-approved, make-up work for missed sessions; may be denied credit for that course unless there are extenuating circumstances *and* the student can demonstrate adequate comprehension of course content. Each instructor is free to set individual class attendance standards in the class syllabus, so long as they are in keeping with the spirit of a student-centered culture. Students missing 20% or more of the scheduled class meetings who do not complete instructor approved make-up work (watching the class recording, etc.), may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

To pass a course, students must complete all of the course requirements. This includes synchronous and asynchronous learning tasks, discussion boards, simulations, and other assignments. Each assignment is an integral part of the student's learning or assessment of learning. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion (with SLP Program Director approval), regardless of grade in the course.

## Clinical Hours

Completion of a minimum of 400 clock hours in Practicum education is not negotiable. The 400 hours must include 25 guided observation hours. The 25 guided observation hours may be transferred in from prerequisite work or from a student's undergraduate degree. Up to 75 hours of the 375 patient contact hours (or 20% of total practicum hours) can be completed via clinical simulations. Up to 50 clinical hours (of patient contact time) may be transferred a student's undergraduate studies. Students must make up any clinical hours missed to complete the requirement, even with the presence of extenuating circumstances.

## Subscriptions

Students are required to purchase a CALIPSO software subscription. This is a one-time fee. Students are required to maintain subscriptions to Master Clinician and Simucase during their course of study. These subscriptions are annual fees. The CALIPSO program provides a means for tracking clinical hours, clinical documents, student competencies, and portfolio items. Master Clinician has a library of clinical videos for student training purposes. Simucase is a program that allows students to complete skills practice through clinical simulations.

<https://www.calipsoclient.com/>  
<https://www.masterclinician.org/>  
<https://www.simucase.com/>



## Distance Education

The SLP program is delivered via distance education technology using a combination of synchronous and asynchronous activities. It is the student's responsibility to meet the technical requirements (e.g., frequent internet access, use of webcams, headsets, etc.). Courses are not self-paced. Students must follow the course schedules included in the syllabi and/or Moodle course pages and must meet the assignment deadlines designated by the instructor.

All synchronous chats and assignment deadlines are in the Central time zone unless otherwise specified.

## Portfolio Assessment

Upon program enrollment, students will be oriented to the portfolio process. A faculty member will be assigned to each student, which is typically the student's advisor. This faculty member will serve as a mentor on the portfolio process in order to guide students on selecting quality documents to include in the portfolio. Documents can be chosen from each semester. These documents are stored, organized, and presented in an electronic portfolio system, CALIPSO. The mentor can assist students on selecting a project to showcase to the committee during their portfolio presentation in the fourth semester. Students can request a different mentor for the portfolio assessment process; however, this request must be completed in the first or second semester. Typically, no reassignments will occur during the third or fourth semester.

The portfolio is a final formal, summative assessment for graduation. The student's ability to meet the ten standards for the Certificate of Clinical Competence (CCC) is assessed and the nine professional practice competencies are summatively assessed. These CCC standards include: Standards IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, V-A, V-B, and V-C. Standard V-B has three components: Evaluation; Intervention; and Interaction and Personal Qualities.

Students must compile a portfolio showcasing quality evidence for each of the ten CCC standards, including the three sub-items for Standard V-B. Students must compile and showcase evidence for each of the CAA professional practice competency areas. A reflection and rationale must be included for each piece of evidence. Some pieces of evidence may document multiple standards. Evidence of knowledge and skill in all big nine ASHA areas should be present in the portfolio. These big nine areas include:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span

- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

The portfolio assessment includes a cover letter, statement of purpose of the portfolio, resumé, statement as to why the student chose the profession, future post-graduation goals of the student, and a summary of clinical clock hours, and a formal summary and reflection on the breadth and depth of the clinical experiences. Students will upload all documents electronically through the CALIPSO platform by February 15 in the fourth semester. Students will be scheduled to showcase five pieces of evidence from the portfolio to a committee of three Brescia faculty in the fourth semester, during the months of March and April. This presentation will be synchronous.

The portfolio assessment is pass or fail. Two out of three faculty members on the committee must agree to pass the written and verbal sections of the portfolio. If a student's portfolio is found deficient, the student will not graduate in May and must complete a directed study course, SLP 545, over the summer semester. This course will address deficiencies in the portfolio through remedial work. The amount of remedial work required (1 credit hour to 3 credit hours), is determined by a recommendation from the committee. If the student passes SLP 545 with an A or B, then the student can present an updated portfolio and project presentation in the fall. If the student fails the second portfolio assessment, the student will not graduate from the program.

Standards of the CCC addressed in the portfolio include:

### **Standard IV Knowledge Outcomes**

#### **Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

#### **Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation

- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

#### **Standard IV-D**

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

#### **Standard IV-E**

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

#### **Standard 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.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

#### **Standard IV-G**

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues may include but are not limited to trends in professional practice; academic program accreditation standards; ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures.

## **Standard 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.

## **Standard V: Skills Outcomes**

### **Standard V-A**

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

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

### **Standard V-B**

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

#### **1. Evaluation**

- a. Conduct screening and prevention procedures, including prevention activities.
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

#### **2. Intervention**

- a. 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.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

### **3. Interaction and Personal Qualities**

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics, and behave professionally.

The CAA Professional Practice Competencies that are addressed in the portfolio assessment include:

#### **Accountability**

- Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Differentiate service delivery models based on practice sties (e.g., hospital, school, private practice).
- Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
- Explain the health care and education landscapes and how to facilitate access to services in both sectors.

#### **Effective Communication Skills**

- Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.

#### **Evidence-Based Practice**

- Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.

#### **Professional Duty**

- Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

- Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.
- Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.

## Problem Resolution

Distance education requires special consideration of communication and problem-solving with others to avoid misunderstandings, convey accurate meaning, and use a professional tone. Students are expected to use the chain of command to resolve differences and work out conflicts. The student should begin the process by discussing the issue with the person directly involved whenever possible. If the situation remains unresolved, the student should bring up the issue with the person at the next level of the hierarchy. For example, it is never appropriate for students to take a concern directly to the President or Board of Trustees. For classroom/university issues, the student should generally proceed in the order of Peer, Course Faculty, Advisor, SLP Program Director, Division Chair, Academic Dean, and President. For Practicum issues, the student should generally proceed in the order of Clinical Supervisor, Practicum Instructor, Practicum Coordinator, SLP Program Director, Division Chair, etc. It may be helpful to refer to the school and university organizational chart. Students are encouraged to speak up and advocate for themselves, as long as it is done in a professionally responsible manner.

## Student Grievances/Appeals

A grievance constitutes a formal complaint contesting a perceived injustice of a specific action or judgment imposed directly upon a student by a Brescia University official or an officially sponsored University organization. Students may file grievances for academic issues, administrative issues, and discrimination issues. Please refer to the established procedure outlined in the Brescia University Student Handbook.

## CAA Complaint Process

Students and stakeholders can submit complaint to the program's accrediting body, the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Criteria and submission requirements for complaints against programs and the CAA can be found at the following link: <https://caa.asha.org/programs/complaints/>

## Satisfactory Academic Progress

Performance in courses is evaluated and communicated through formative and summative assessments; graded and ungraded assignments; and feedback from the course instructor, practicum supervisor, and peers.

Candidates for an SLP degree are required to maintain a cumulative graduate GPA of 3.0. If the student's cumulative graduate GPA falls below 3.0, the student will be placed on academic probation and must meet the standard by the end of the following semester. A student who completes the program with a GPA that is below 3.0 will not graduate from the program.

A student earning a C in any course, will receive an academic warning and must retake the course and earn an A or B. A student who earns a second C in any course in the program, will be dismissed from the program.

## Knowledge and Skill Competencies

To succeed in the graduate program, students must be successful within a dual system of course grades and competency assessments. Students must not only earn A or B course grades, but also achieve specified performance indicators on identified competency tasks related to standards.

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is the credentialing body of the American Speech-Language-Hearing Association (ASHA). The CFCC defines the standards for clinical certification of speech-language pathologists. A student's knowledge and skill acquisition (KASA) is assessed and tracked, both formatively and summatively, throughout the academic program. Knowledge competencies are typically earned/achieved through summative assessments within academic coursework, while skill competencies are typically earned/achieved through summative assessments within clinical practicum education.

Students must earn the specified performance indicator of excellent or competent (that may be associated with a percentage score) for each objective associated with the standard. Performance will be determined by the primary assignments/tasks that are listed. Earned competencies in courses are documented and tracked by faculty within the CALIPSO program.

## Remediation of Knowledge and Skill Competencies

If needed, instructors may develop a student support plan in order to provide subsequent remediation and competency attempts within other tasks in the course. The instructor and the student's advisor can determine a later remediation and competency attempt in another course, clinical assignment, or additional activity through a student support plan.

Formal remedial coursework can be assigned as part of a student support plan if deemed necessary by faculty members. Formal remedial coursework requires a student to register for additional credit hours (1 to 3 credit hours dependent on faculty member recommendations). During this remedial course, the student will further develop specified knowledge and/or skills and then attempt a competency again. If a student fails to meet a competency despite formal remediation via credit hour(s) in the SLP 545 Professional Competency in Speech-Language Pathology course, the student will be dismissed from the program.

## Breadth and Depth of Clinical Experiences

Successful completion of clinical practicum, includes having sufficient breadth and depth of clinical experiences to meet the standards of the Certificate of Clinical Competence. The SLP  
Brescia University SLP Program

Practicum Coordinator will review sites for breadth and depth of experiences prior to placing students. The SLP Practicum Coordinator will monitor the student's clinical hours (as tracked in CALIPSO) for depth and breadth of the student's experience during the practicum experience in order to prevent and attempt to quickly remediate any apparent issues. The student's advisor and SLP Practicum Coordinator will review the student's progress in terms of breadth and depth of clinical experiences at the end of each externship experience and devise a plan if needed to remediate issues in terms of breadth and depth. As part of the summative portfolio assessment for program exit, the faculty committee reviewing the portfolio will review and approve the student's clinical experiences as meeting the breadth and depth requirements, and if there are issues, the student will enter remediation processes.

## Passing a Course

Students are strongly encouraged to become familiar with each course syllabus at the beginning of the semester. The syllabus represents an agreement between the student and the instructor.

To pass a course, students must complete all of the course requirements. This includes synchronous and asynchronous learning tasks, discussion boards, simulations, and other assignments. Each assignment is an integral part of the student's learning or assessment of learning. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion (with SLP Program Director approval), regardless of grade in the course.

## Repeating a Course

A course with a grade of C or below must be repeated. An individual course may only be repeated one time. The better of the two grades received will be considered the permanent grade. If after completing the following semester (with a minimum of 12 credit hours), the student has not regained a 3.0 cumulative GPA, s/he may be dismissed from the program. If a student earns a second C grade in any course in the program, the student will be dismissed from the program.

## Student Leave of Absence

If a student realizes that she or he is unable to continue in the program due to personal, financial, or medical circumstances, the student may request a Leave of Absence per University policy.

## University Email and Picture

Upon enrollment at the University, students are provided with a Brescia University email account which will be used by the University to send official communications to the student. Each student is responsible for any such official information sent to him/her by the university administrators, faculty and staff. Students are advised to check their university email account inbox on a regular (daily is recommended) basis. Students can expect all correspondence from full time and adjunct faculty to come to them from their Brescia email accounts.

Students should consider email to be a form of professional communication and compose messages accordingly. Unlike Twitter or texting, students should begin the message with the



person's name. Students should write the message using complete sentences, capitalization, and punctuation. Students should be aware that it is easy to miscommunicate tone in emails. Taking the time to think over an email before sending, especially a message about which a student has strong feelings, is one way to avoid later regrets.

As soon as you are assigned a university email address, please add your picture to the account. This helps us to better identify each other, builds a sense of community, and contributes to authentication of emails.

## Profile Picture in Moodle

When logging in to Moodle, students are asked to complete the profile page. Most importantly, students should upload a picture of themselves. The picture does not have to be professionally done – a cell phone can be used to capture it. The picture should have only the student in it (no spouses, friends, children), and it should present the student in a professional light. This means no suggestive poses, revealing clothing, or unprofessional activities.

## Unsatisfactory Academic or Professional Performance

Generally, in cases of unsatisfactory progress, a Student Support Plan will be developed. SLP faculty support all students and want them to succeed; however, ultimately, it is the student's responsibility to meet the requirements of the program.

Generally dismissal occurs after one unsuccessful attempt to help the student achieve satisfactory performance. In rare instances, however, a student may be dismissed from the program apart from the process of a Student Support Plan (e.g., a situation where the student caused harm to others or created a dangerous situation, behavior that is explicitly threatening, illegal behavior, etc.). A student may appeal dismissal from the program through the University's grievance procedure.

A student who has been dismissed from the program due to unsatisfactory academic or professional performance may reapply after one complete semester has passed. The student must submit a written statement that addresses the reasons for poor performance and explains in detail how the student intends to successfully complete the program. The request for readmission must be approved by the SLP faculty (by consensus) and the SLP Program Director.

**Unsatisfactory academic or professional performance** is defined as

- Earning a C or below in any course
- Earning a GPA below 3.0
- Not demonstrating Speech-Language Pathology competencies, as defined by the CAA and the ASHA CCC Standards.
- Violating the ASHA Code of Ethics
- Plagiarism.

# Implicit Curriculum

## Adult Learning Theory and Expectations of Students

Adults and children learn differently. In research about the ways that adults and children learn, Knowles found that the adult learner learns best by being able to direct his/her own learning, using the ability to draw upon life experiences, and focusing on real-world problem solving. He recognized that adult learning is motivated by intrinsic factors. Kapp (2017) termed this *andragogy*, the art and science of adult learning. Knowles made a distinction andragogy and pedagogy, with the latter being the art and science of child learning.

Many baccalaureate programs that tend to serve students who are less mature may be characterized by a great deal of directed learning, the requirement to memorize and recall facts, being walked through assignment expectations in great detail, and what faculty often refer to as “hand-holding.” At the graduate level, however, students are expected to be more mature, responsible, and independent in their learning. Consistent with adult learning theory, students in this program should expect courses to generally be characterized by an explanation of the *reasons* for utilizing specific clinical processes; a greater focus on higher levels of learning, which include analyzing information, application of information, and creation (rather than rote memorization); the opportunity to solve real-life problems; and information that is or will be of immediate use in the Practicum.

### References

- Knowles, M. S. (1980). My farewell address . . . andragogy—no panacea, no ideology. *Training & Development Journal*, 34(8), 48–50.
- Svein, L. (2017). Alexander Kapp – the first known user of the andragogy concept. *International Journal of Lifelong Education*, 36(6), 629–643.

## Professionalism

As a Speech-Language Pathology student clinician, students represent themselves to the world, Brescia University, and the Speech-Language Pathology profession. Fair or not, the demeanor of individuals practicing Speech-Language Pathology can impact others’ judgments upon our profession at large. Professionalism is a multidimensional construct. It includes maintaining a learner-oriented attitude, following agency and community norms, being punctual, following a work schedule, following the dress guidelines of the Practicum agency, using the chain of command to address concerns and conflicts, and using verbal, written, and electronic communication skills that are clear, respectful, and error-free.

## Ethical Behavior and the ASHA Code of Ethics

Speech-Language Pathology students are expected to follow the ASHA Code of Ethics, applicable laws and regulations, and school and agency policies. If these things conflict, students are expected to discuss the issue with their Practicum instructor and/or faculty. Students should use supervision and consultation to guide professional judgment and behavior.

<https://inte.asha.org/Code-of-Ethics/>  
<https://www.hhs.gov/hipaa/for-professionals/index.html>  
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>  
[https://www.americanbar.org/content/dam/aba/administrative/law\\_aging/2020-abuse-definitions.pdf](https://www.americanbar.org/content/dam/aba/administrative/law_aging/2020-abuse-definitions.pdf)  
<https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/manda/>

## Academic Integrity

The consequences for academic dishonesty will depend upon the severity of the action, and may include the following:

- F for the assignment
- F for the course (with SLP Program Director approval)
- Referral to the Academic Dean, who may impose additional penalties, including academic probation, suspension from school, or expulsion from the school.

Plagiarism is defined as the deliberate claim of another's ideas, work, words, or ideas as one's own, without properly documenting and crediting the original source. Per the [University](#) catalog, purchasing or copying another's work and using it as one's own, cheating on tests, refusing to do one's share of the group work for which all will receive the same grade, not doing one's own homework, and using a paper/assignment completed for one class as a paper/assignment for another class are examples of academic dishonesty. Having another person write or significantly contribute to a student's own assignment or consulting publisher test banks are additional examples. Students at the master's level are expected to know what constitutes academic dishonesty and when to ask clarifying questions. Students are expected to report instances where they believe that others have cheated or plagiarized. Please help us to maintain a community culture of honesty and integrity. Written assignments must follow the current Publication Manual of American Psychological Association (APA) style guide.

## Diversity

The program provides a learning environment that respects and welcomes diversity. Diversity is not a code word for race. It is understood as the complex intersectionality of multiple factors such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Diversity is represented within the institution, the Speech-Language Pathology program faculty, the student body, Practicum placements and their clientele, and course assignments and readings.

## Learning Differences and Inclusiveness of the Learning Environment

We recognize that students learn differently based upon their strengths and abilities. We strive to stimulate interest and motivation for learning, to present information and content in different ways, and to explore the different ways that students can express what they know. For example, when presenting material through video, we make every effort to use videos that have closed-captioning, so that students who learn best by watching and students who learn best by reading

Brescia University SLP Program

text will have optimal access to learning opportunities. When selecting podcasts, we prefer to use those that are accompanied by a written transcript. In addition, accommodations are always made for qualifying students with documented disabilities.

## Academic Advising

Professional advising is provided by Speech-Language Pathology faculty members who are knowledgeable and experienced professional educators. Advisors help students achieve their academic goals for their chosen career path by maximizing learning opportunities and socializing students to the profession. A student must meet with the assigned advisor prior to registration in the Fall and Spring semesters. The first advising session must be synchronous and face-to-face (Using Skype, Adobe Connect, etc.). Afterward, advising may occur using whatever technology is mutually convenient (e.g., email, in-person, telephone, etc.). Registration and schedule changes (adding, dropping, or withdrawing from a class) cannot occur without the advisor's permission.

Advisors also provide the professional or academic support students may need to succeed in the program. They are available to provide support to students and help with problem-solving, such as time management and referral to outside resources. They work with advisees who are making unsatisfactory progress to assess the situation, develop a plan, and participate in a review that helps students identify their strengths, the areas they need to improve, and identifies the resources and supports necessary.

The specific responsibilities of students include:

1. Scheduling a meeting with the advisor to assess progress toward the degree.
2. Understanding the contents of the *SLP Program Manual for Classroom and Practicum*.
3. Notifying the advisor in a timely way if experiencing a problem.
4. Communicating with your advisor.

The specific responsibilities of the advisors include:

1. Discussing with students their class schedules.
2. Providing feedback to students regarding their readiness to enter the profession.
3. Providing mentoring and guidance to students, related to the Speech Language Pathology profession.
4. Referring students with personal problems to appropriate resources.
5. Responding promptly to communications from students.

# Student Participation and Representation

## Student Rights & Responsibilities

Students have these rights (not all inclusive)

- To be treated with respect by faculty, staff, and other students
- To be an active participant in own learning
- To have work evaluated fairly without judgment that is prejudicial or arbitrary
- To organize in areas of interest to students
- To self-advocate through proper channels
- To file a grievance for unjust actions

Students have these responsibilities (not all inclusive)

- To respect faculty, staff, and other students
- To identify and pursue own educational needs and interests
- Use constructive feedback to improve skills
- To advocate through actions, not just agreement
- To use proper channels to engage in problem solving and self-advocacy
- To become competent, ethical, and compassionate Speech-Language Pathologists

## Student Evaluation of Courses

Every online course has a link for an end-of-semester course evaluation. Course evaluations are anonymous and shared with faculty without identifying information. Faculty use feedback from students to shape the course for future students and improve the overall curriculum.

## National Student Speech-Language-Hearing Association

ASHA is the primary organization that represents and advocates for the profession. The National Student Speech-Language-Hearing Association has student rates for membership, and we encourage students to explore this resource. The Brescia NSSLHA chapter participates in local service projects, community development, and educational activities. The club meets twice a month, and distance education students may participate in meetings through synchronous technology. Club meetings are also recorded and posted on Moodle for members who are unable to attend meetings.

## Students as Stakeholders

We value the opinions of students. In an effort to use all available resources to address challenges and continuously improve the program, current students and graduates are encouraged to provide guidance and feedback on program policies. Students are encouraged to participate in the formulation and modification of program policies. They may use the following avenues to do so:

- Formal and informal discussions with individual faculty.
- Formal and informal discussions with the Program Director.
- Use of the SLP Moodle page to communicate concerns, recommend changes, identify issues or social problems of mutual concern, and organize in their own interests.
- Participation in the process for faculty selection and hiring.
- Completion of a student survey at the end of the final semester in the program.
- Completion of a student evaluation of Practicum in the spring semester.

## Social Media

Social media can be a valuable tool in networking with other professionals as well as engaging in social advocacy; however, students are encouraged to be informed about the ways in which use of social media may conflict with the professional image they are trying to portray. Casual responses to others, the people or organizations they “follow” or “favorite,” even their grammar and punctuation, all reflect on students’ professional personas.

Students should not post any information about clients or any derogatory information about the Practicum agency. Even information about clients that excludes obvious identifying information is not appropriate.

When students have a social media presence, everything posted may become available to colleagues, clients, faculty, Practicum agency staff, future employers, and the public. Consider the permanency of posting and long-term implications when using social media.

## Social Media and Technology Use

The use of technology and social media is a part of Speech-Language Pathology. We want to provide some guidance to help you avoid problems that could affect your future career. Because technology is a rapidly changing Practicum, it is not possible to list all of the possible modalities; however, it includes, but is not limited to, the following applications:

- Cell phones
- Texting
- Email
- Screenshots
- Web pages
- Facebook
- Twitter
- YouTube
- Instagram
- Tumblr
- Snapchat
- LinkedIn
- Pinterest
- Blogspot
- Reddit

There is an exciting potential to use online networks and websites to develop professional networks, to learn about local, national, and international resources; to participate in advocacy efforts, to understand the political climate, to access professional podcasts, and to engage in continuing professional education.

Speech-Language Pathologists are even beginning to use technology to provide services and interventions to clients online. Technology and social media are tools that can be incredibly useful to you as a professional, but their use must be ethical and well considered. Technology and social media misuse can expose you to ethical dilemmas and legal liability. It can harm clients, damage your credibility, and ruin your career. You can be sued, have your personal life exposed forever, and portray the profession poorly, which affects all of us.

The Brescia Speech-Language Pathology program supports the use of social media in professional contexts as long as use is consistent with the ASHA Code of Ethics, University and agency policies, and applicable laws. Misuse of social media will be addressed by the program in the same way that other ethical violations are addressed.

### Build an online identity

- Take a close look at your own personal online identity. Evaluate the information and images that are available to others and how it may affect your professional identity. Review security settings and take precautions to protect yourself. Be aware that even if you keep your security settings “private,” information can still be shared by others to the rest of the world. Even if you remove something from a social media site, it is still available through caches.
- Be aware that you represent the profession of Speech-Language Pathology and your behavior as a student reflects on Brescia University. Unless you are given specific permission, you are not authorized to speak on behalf of the university or the Speech-Language Pathology program.
- Take great care to promote yourself and your profession in a positive light. Avoid posts that may be misunderstood when taken out of context. Clients (and sometimes employers) will conduct an online search of you. Your pictures, your posts, your favorite causes, the groups you participate in, all say something about you, your interests, and sometimes your biases.
- Separate personal and professional online content.

### Respect others

- Speak respectfully about Brescia University, the Speech-Language Pathology program, your agency, or its employees. When speaking about clients *in a general way*, always be respectful and use person-first language. (e.g., “our agency provides services to people who have autism,” not “our agency serves autistics.”)
- Do not post text or images that insult, harass, bully, or criticize other professionals. Do not post text or images that create a hostile work or learning environment.

- Follow Brescia University's policy on use of social media. Do not set up a social media account using Brescia's name without approval from the Public Relations Office.

#### Maintain professional boundaries: Client privacy and confidentiality.

- Do not discuss information about clients online, even if you are "disguising" their identities. In some communities, it doesn't take much information for readers to identify clients.
- Do not "friend" clients (or past clients) and do not allow them to "friend" you. Do not share your personal email address or personal phone number with clients.
- Faculty are not able to be your "friend" on Facebook because it is considered a dual relationship. Whether they will engage in this after your graduation is handled by faculty individually.

#### Application to Practicum placement

- During the orientation phase, ask about the agency's policy with regard to technology and electronic communications. Always follow the agency's policy.
- Discuss issues related to social media openly with your supervisor if they come up.
- Do not access your personal media sites on agency time.



# University Policies

## Learning Management System – Moodle

Moodle is the learning management system used by the University. The agency that manages Moodle, maintains the server, provides technical support, etc., is Learning House. The login instructions for Moodle are as follows:

1. Go to [bu.learninghouse.com](http://bu.learninghouse.com)
2. The initial username is your Brescia email address (firstname.lastname@brescia.edu).
3. The initial password is the six-digit number on your Brescia ID card.
4. Users will be prompted to change their password upon successful login.
5. Courses may be accessed using the “My Courses” tab.

If you have any issues or problems accessing your homepage please contact the Learning House 24/7 helpdesk at: 1-800-985-9781 or [support@learninghouse.com](mailto:support@learninghouse.com)

## Academic Calendar

The academic calendar for SLP courses is sent to you from the Program Director. Please note that the semester schedules for online courses and for traditional classroom courses on campus are not necessarily the same. Classes begin on August 12 for the fall semester. Classes begin on January 6 for the spring semester.

## Incomplete Grades

An instructor may record a grade of “I” to indicate the student has not completed course requirements due to extenuating circumstances. Failure to remove the Incomplete within the first six weeks of the following semester (excluding summer sessions) will result in an automatic “F” (or alternatively posted grade) for the course. It is the student’s responsibility to arrange for the completion of the work in consultation with the instructor for the course.

An instructor may record a grade of “I” to indicate that the student has not completed the required number of Practicum hours if the lack of completion is due to factors outside the student’s control. If approved by the Practicum Instructor and Practicum Coordinator, it is the student’s responsibility to arrange for the completion of the Practicum hours within a designated time frame, up to a maximum of four weeks from the end of the semester.

## Dropping and Adding Courses

Students who have not logged into their Moodle course and are not active in course activities within the first week of class, will be administratively dropped from non-attended courses.

## Human Subjects in Scholarly Research

The purpose of Brescia University's Institutional Review Board (IRB) is to protect the rights, dignity, welfare, and privacy of human research subjects at the University by adhering to the principles of the Belmont Report and the regulations of the Department of Health and Human Services (DHHS) (FA 04.10.07). The IRB must review all research involving human subjects *before* it is initiated. If a student believes the proposed research should be exempt (e.g., existing data, no risk.), it is up to the IRB to make this decision.

## Harassment

Brescia University does not condone harassment of any kind, against any group or individual, because of race, color, religion, national origin, ethnic identification, age, disability, genetic information, gender or sexual orientation. In addition, the School of Speech Language Pathology does not tolerate harassment of individuals or groups based on class, culture, ethnicity, gender, gender identity and expression, sex, immigration status, marital status, political ideology, religion/spirituality, or tribal sovereign status. The University's ability to achieve its mission is dependent on the cooperative efforts of its faculty, staff and students. For such cooperation to exist, an atmosphere of professionalism, marked by mutual trust and respect is essential. Harassment, conduct which violates this atmosphere, is unprofessional, illegal and unethical. It is unacceptable behavior and will not be tolerated. Brescia University prohibits such conduct by anyone including but not limited to faculty, staff, students, managers, supervisors, co-workers and non-employees such as visitors, vendors and contractors.

## Accommodations for People with Disabilities

In accordance with Titles VI and IX, the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, Brescia University will not discriminate against any student, employee, or applicant to become such, on the basis of race, color, religion, gender, national origin, age, or disability.

Brescia University strives to provide an accessible campus where all students are comfortable, productive and independent. Brescia provides accommodations for students with documented disabilities who have academic needs and provide documentation to the Academic Disability Coordinator, who will then facilitate the process. NonVisual Desktop Access (NVDA) is a screen reader that also converts online text into Braille. Other resources for people with disabilities can be found on the SLP Moodle page.

Resources related to free screen readers can be found on the SLP Moodle page. Narrator is a screen reader that is embedded in Windows 10.

## Application for Graduation

Students planning to graduate in May should complete an Application for Graduation by the preceding *October*. For more information, contact the Registrar.

## Celebration of Excellence

Generally held in April, the Celebration of Excellence is your opportunity to display outstanding examples of Speech-Language Pathology scholarship. Students work with a faculty mentor, who supports and guides their project. In the SLP program, students may submit work completed in courses. Online students will present their work remotely.

## Commencement

We would like to celebrate your success with you, and we welcome SLP students to receive their diplomas at the commencement ceremony held annually in May. If it is at all possible, please come! We realize that geographic distance may prevent some students from attending. Commencement is also streamed live, so students can attend virtually if they prefer.

## SLP Professional Information and Resources

### **Praxis Examination**

Graduates of the program should take the Educational Testing Service (ETS) Praxis examination in Speech-Language Pathology during their clinical fellow, which typically occurs in the first year of work after graduation. Graduates should download their scores and submit them to the Program Director. This testing is completed at an ETS testing location and students pay a fee for the examination.

### **State Licensure**

Brescia University strongly supports students obtaining their professional license after graduation. Each state legislates the requirements for licensure in Speech-Language Pathology in that state. Students should educate themselves about the requirements in their respective states and plan to apply for licensure after graduation.

State requirements and contact information can be found at <https://www.asha.org/advocacy/state/>.

### **Certificate of Clinical Competence**

Brescia University strongly supports students applying for their clinical fellow after graduation. ASHA governs the clinical fellow process and procedures. Successful completion of the clinical fellow results in the awarding of the Certificate of Clinical Competence (CCC). The CCC is a nationally recognized professional credential that represents a level of excellence in the field of Speech-Language Pathology.

Credentialing information for the Certificate of Clinical Competence can be found at <https://www.asha.org/certification/>

## University Resources

### Information Technology (IT)

The Brescia University IT Department is committed to providing, supporting, and facilitating high quality networking, computing, voice communications and other information services for all Brescia University students, staff and faculty. Members of the IT staff are readily available to answer any questions you may have and can be easily reached by visiting the IT Helpdesk.

### Library

The Fr. Leonard Alvey Library is an invaluable resource to all SLP students. The library provides access to multiple databases, print media, electronic journal access, streaming videos, and more. For assistance, students can contact the library via email, phone, or text. They can request books, journal articles, and audio visual materials from over 16,000 libraries through Interlibrary Loan, usually at no cost to students. LibGuides are available to help students access databases, find journal articles, and cite sources. See additional information for helping online students access library resources. The Distance Education Librarian is Maura O'Donaghue, (270) 686-4213. All databases are accessible to people with disabilities.

### Campus Ministry

The public presence and purposeful action of the Catholic Church on campus is embodied in the Campus Ministry. All people at Brescia share responsibility for the common good and for keeping the dignity and worth of human beings at the center of the university's planning and decision-making. To support this effort, Brescia employs a Campus Minister on the Student Development Staff. To promote religious worship and encourage prayer as a normal, integral part of a student's life, Campus Ministry coordinates liturgies, prayer services, and Bible study programs. Campus Ministry offers periodic retreats and other programs to heighten students' awareness of social justice and community responsibility.

### Campus Counseling Center

Do not underestimate the level of stress involved in completing a graduate program. We are sensitive to the personal traumas experienced by students in the course of their lives. As a student-centered university, the Campus Counseling Center staff provide support and guidance in dealing with the problems of life and school. Professional staff are available during the class day and by appointment on evenings and weekends.

# Practicum Education

## A Signature Pedagogy of Speech-Language Pathology

The importance of the Practicum instruction component in the Speech-Language Pathology curriculum is reflected in the CAA Accreditation Standards. Practicum education is a signature pedagogy for Speech-Language Pathology and the manner in which future practitioners are educated and socialized to the profession.

Practicum instruction is an element of the formal curriculum that teaches future Speech-Language Pathologists to think, to reflect, and to act ethically and with integrity. The Practicum placement provides opportunities that allow students to apply theoretical and content knowledge that they learn in the online classroom setting.

Classroom instruction and the Practicum are interrelated and hold equal importance in the preparation of professional Speech-Language Pathologists. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria that measure performance of Speech-Language Pathology competencies. Clinical Practicum I, II, and III, are taken in successive semesters. A minimum of three Practicum placements is required. The purpose of this is to broaden the learning experience for students. Exceptions to this must receive special approval from the SLP Program Director.

In addition to patient contact hours spent at an agency, each Practicum course requires participation in a concurrent weekly clinical course. Practicum instruction allows the student to integrate the “knowing” and “doing” of professional practice. The clinical coursework provides a setting where students discuss ideas and professional concerns, seek information from peers and program faculty, provide a forum for class-Practicum learning integration, and offer the opportunity to process the frustrations, questions, and challenges of daily practice. Ethical decision-making is processed and discussed, and continuing education and growth is fostered by discussion.

## Glossary of Practicum Terminology

**SLP Practicum Coordinator:** The SLP Practicum Coordinator provides the overall management of the Practicum Education component of the SLP Program. The SLP Practicum Coordinator, along with the SLP Program Director, approve all Practicum placements. The SLP Practicum Coordinator serves as the nexus between the student, the Practicum Agency, the Clinical Supervisor, and Practicum Course Instructor.

**Clinical Supervisor:** The Clinical Supervisor is a Speech-Language Pathologist who meets ASHA criteria to serve as a clinical educator. The Clinical Supervisor works on-site at the Practicum Agency.

**Practicum Course Instructor:** Practicum Course Instructors are Brescia University faculty assigned to teach the weekly course component of Practicum Education. The Instructor ensures

that the student's internship experiences are educational and meet established learning objectives by integrating curriculum content and student activities within the Practicum Agency. The Course Instructor oversees the student's progress in connecting CAA competencies and skill development through discussion, assignments, and evaluation of the student's progress. Course Instructors are responsible for assigning a grade for the course.

**Practicum Placement:** The Practicum Placement is an integral part of the Speech-Language Pathology student's formal education requirements, consisting of an ongoing, supervised clinical assignments at an agency providing clinical services.

**Learning Plan** (sometimes referred to as the Learning Contract): A plan for what experiences the student will engage in to work towards clinical competencies.

## Roles and Responsibilities

The importance of an appropriate Practicum setting cannot be overemphasized as it is in this context that a student seeks to fulfill experiential learning needs, and to develop practice skills. Without the partnership of the Practicum Agency, the Speech-Language Pathology program would be unable to meet its educational goals and fulfill its mission.

## Practicum Agency

The Practicum Agency, in which the student is placed, and Brescia University become partners in preparing students for professional Speech-Language Pathology practice. The Practicum Agency provides the student with the opportunity to apply the knowledge and practice the skills learned in the classroom.

An agency is expected to:

- Have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to the clinical experience.
- Recognize the importance of the Clinical Supervisor process and make arrangements for the Supervisor to provide the student with formal feedback. The Clinical Supervisor should provide a weekly, formal, written feedback session with the student.
- Have Clinical Supervisor(s) who meet the ASHA supervision criteria and can satisfactorily perform clinical supervision duties.
- Provide a safe workspace, educational support necessary for student learning, and supplies and physical space needed to carry out assigned tasks.

## Brescia University

The University is expected to:

- Provide practicum agencies with the policies that describe the objectives, content, policies, and procedures of the Practicum education program.
- Support the Practicum Agency in its efforts to provide educationally-directed Practicum experiences.
- Provide orientation, training, and consultation to Clinical Supervisors and other appropriate Practicum agency staff about Practicum education.
- Provide Practicum agencies with information about each prospective student's interests and related work/volunteer experiences.
- Collaborate with practicum agencies on decisions about student placements.
- Maintain ultimate responsibility for the administration of Practicum education, including decisions which will affect the progress of the student such as grades, credits, and Practicum hours in the agency.
- Provide a designated member of the faculty (SLP Practicum Coordinator) to serve as a Practicum Liaison for each student placement.
- Establish policy and procedures to resolve student, Clinical Supervisor, agency, or faculty (Course Instructor) disagreements.
- Verify that students have liability insurance coverage.

## Students

Students are expected to:

- Find a suitable agency in the student's community or nearby community that is able and willing to meet the requirements of the program.
- Work with the agency's potential Clinical Supervisor and University's SLP Practicum Coordinator to develop and follow a Learning Contract that meets the educational needs of the student.
- Develop an agenda for regular supervisory conferences.
- Notify the SLP Practicum Coordinator as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between students and Clinical Supervisors.
- Maintain a learner attitude, being open to new information, approaches, and ideas.
- Follow the ASHA Code of Ethics.
- Bring experiences from Practicum to the attached coursework for discussion; and in doing so, protecting the confidentiality of clients.



- Master the technology and materials used by the agency.
- Follow the policies and procedures of the agency.
- Maintain student liability insurance and any other site required compliance documentation.
- At the end of the Practicum experience, fill out a questionnaire regarding the student experience at the agency assigned. [Continued use of approved agencies/Clinical Supervisors is dependent on the agencies' ability to meet the educational needs of the Practicum students.]
- Students are not expected to pay a fee to receive supervision from a Clinical Supervisor. Students who are asked to do so are urged to contact Brescia's SLP Director of Practicum Education.

## Clinical Supervisors

Clinical Supervisors work at agencies and are responsible for the Practicum experiences of students who are placed in those agencies. Clinical Supervisors are primarily responsible for providing the educational experiences and feedback that build competence and socialize students to the profession. It is recognized that Clinical Supervisors offer their time and expertise to support their profession and prepare new clinicians.

Clinical Supervisors are expected to:

- Provide to the SLP Practicum Coordinator their resume, reflecting their education and work experience. They are also asked to review Practicum training and orientation materials, which will be provided by Brescia University.
- Meet ASHA's criteria for serving as a Clinical Supervisor and follow ASHA's mandates in terms of the amount of supervision that is required.
- Meet with the with SLP Practicum Coordinator at periodic intervals to discuss practicum assignments and student performance.
- Initiate consultation with the SLP Practicum Coordinator as soon as possible if either the student, Clinical Supervisor, or Agency experience difficulties that may interfere with the student's placement.
- Participate in University-sponsored trainings, meetings, or online resources if needed.
- Orient the student to the Practicum, including introduction to staff, the facility, office procedures, information management systems, agency mission, funding, organizational chart, services provided by the agency, client demographics, practice methods, and policies and procedures related to safety.
- Provide the student with regular, formal, written feedback sessions throughout the practicum experience.

- Create an environment in which the student feels safe to explore and learn.
- Act as a role model to the student.
- Collaborate with the student and the SLP Practicum Coordinator to develop a Learning Contract that will help the student integrate classroom knowledge with the Practicum experience.
- Assign readings or other learning assignments as needed and as appropriate.
- Hold the student accountable to the ASHA Code of Ethics.

## SLP Practicum Coordinator

The SLP Practicum Coordinator is expected to:

- Approve all agency Practicum placements (with consultation of the SLP Program Director). Approval is dependent upon the agency's willingness to accept students and to provide the necessary opportunities and experiences for achieving the educational outcomes of the program.
- Provide assistance and consultation on issues related to the Practicum.
- Take a lead role in developing, reviewing, and evaluating all components of the Practicum education curriculum.
- Approve Clinical Supervisors.
- Provide orientation and training materials to Clinical Supervisors.
- Resolve problems that affect the Practicum education of students.
- Provide guidance as needed to help students successfully complete Practicum education.
- Maintain contact with the Clinical Supervisor through emails, and mid-term and end-of-the-semester evaluations. In the event a problem should arise requiring the Course Instructor's attention, additional agency contact via emails and conference calls will occur.

## Practicum Course Instructors

Practicum Course Instructors are faculty employed by the University who teach Clinical Practicum courses. Course Instructors are expected to:

- Evaluate the student's performance in the practicum and assigns grades, in collaboration with the Clinical Supervisor and the student.

- Inform and consult with the SLP Practicum Coordinator about Practicum-related problems that may require intervention.
- Help the student to make connections between classroom knowledge and its application in the Practicum experience.
- Facilitate student peer support, sharing, peer consultation, and analysis of practicum experiences.
- Act as a role model to promote professional, ethical practice.

## ASHA Requirements for Clinical Supervisors

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student's ASHA certification requirements.

Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student.

Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

In the case of clinical simulation (CS), asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

A minimum of 9 months of full-time clinical experience with clients/patients, after being awarded the CCC, is required in order for a licensed and certified speech-language pathologist to supervise graduate clinicians for the purposes of ASHA certification.

Individuals who have been clinical educators may consider that as "clinical" experience (1) if they are working directly with clients/patients and clinical students, and (2) if they are the patients' recognized provider and as such are ultimately responsible for the care of the clients/patients with whom the student clinicians are working. Individuals whose experience includes only classroom teaching, research/lab work, teaching only clinical methods, or working with only CS, cannot count such experience as "clinical."

# Agency Assignments

## Selection of Agencies and Practicum Instructors

Students are responsible for procuring appropriate Practicum agency settings with qualified Clinical Supervisors for the Practicum requirement. When selecting possible Practicum agencies, students should take into consideration the learning opportunities available within the agency and how those learning opportunities fit within their desired professional goals. The following are criteria for selection of Practicum agencies:

1. The Practicum agency must have a solid commitment on the part of the administrator and Clinical Supervisor to provide professional learning opportunities in partnership with the Brescia University SLP program.
2. The Practicum agency must be willing to designate a qualified Clinical Supervisor and allow for supervision time that meets ASHA standards.
3. The Practicum agency must provide services within the scope of professional Speech-Language Pathology.
4. The Practicum agency must accept students without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability, or genetic information.
5. The Practicum agency must allow students to actively participate in clinical activities when appropriate and conducive to the student's learning experience.
6. Clinical Supervisors must have no current or previous social or familial relationship with the student or other conflicts of interest that pose a risk of exploitation or harm to the student.
7. The Practicum agency supports the ASHA Code of Ethics.

As a condition of accepting students into the agency for the Practicum experience, the Agency Administrator will review and sign the Memorandum of Agreement, as will the Director of Practicum Education and the Vice President for Academic Affairs (VPAA)/Academic Dean of Brescia University.

## Admission to Practicum

The following documentation must be provided before any placement will be approved:

1. Application to Practicum I, II, or III, as appropriate
2. Memorandum of Agreement (facilitated by SLP Practicum Coordinator and Agency) or other formal, approved document in place (which may be dictated by the external Agency).
3. Student verification of ability to provide other Agency required documents to the Agency (e.g. TB skin test, background check, CPR training, etc.)

## Student Orientation to Practicum Education

Students must complete the orientation modules in Clinical Practicum I, prior to completing any hours in Practicum I. The orientation modules include topics such as the ASHA Code of Ethics, the process of supervision, ways to resolving conflicts, and professional documentation expectations. At the Agency, the Clinical Supervisor is responsible for orienting the student to the agency. Clinical Supervisors are encouraged to use the orientation checklist to guide their activities.

## Reassignment – Termination Procedures

In the event that the need for reassignment arises after the student is in placement, the outcome will depend upon the nature of the problem. If the agency is unable to continue to offer educational opportunities and the student is doing acceptable work, the SLP Practicum Coordinator may approve an alternate reassignment as quickly as possible.

If the student is asked to leave the agency, the agency Clinical Supervisor is requested to state in writing the reasons for the termination. The decision by the agency to terminate a student is final. If the student wishes to pursue a reassignment, he or she must submit in writing a request for reassignment and will be asked to address the concerns of the terminating agency. A “Request for Re-Assignment” form can be requested from the SLP Practicum Coordinator. The SLP Practicum Coordinator will convene with the SLP Program Director and the student’s advisor (or one other faculty member to make a total of three people) to review the request for reassignment and assess readiness for reassignment. If the student does not concur with the decision of the committee, the student can appeal as specified in the Brescia University Student Handbook. In all cases, reassignment is contingent on the availability of an appropriate placement. We hope the use of this procedure will be rare and that regular communication between parties will usually facilitate problem-resolution.

Students requesting reassignment for reasons other than those addressed above must submit their request in writing, and the request will be reviewed by the above committee. Students are to submit reassignment requests only after serious consideration. Reassignments are not granted without helping the student to address the problem using the chain of command at the agency. In addition, any reassignment is contingent on the availability of an appropriate substitute placement.

Reasons for termination from Speech-Language Pathology Practicum Education and/or the Speech-Language Pathology Program, other than the above mentioned, may be found in this document under the heading of Unsatisfactory Academic and Professional Performance.

## Practicum Placements in a Student’s Employing Agency

When assigning a student to a Practicum, the primary consideration is whether or not the opportunity to meet the learning objectives of the Practicum component is present. Additionally, the importance of ensuring that each student has a wide range of new professional learning experiences and responsibilities is a vital concern. This is especially a concern when a student

Brescia University SLP Program

wishes to be placed in an Agency in which the student is currently employed. The following criteria must be met for this circumstance:

**1. New Learning Experiences**

The student's time must be spent in new learning experiences other than those required for employment. The learning activities in the Practicum placement must be distinctly separate from the student's responsibilities as an employee.

**2. Distinctly separate hours from employment**

Students must be willing to put in the additional time to meet the educational requirements for Practicum. The hours students spent in the Practicum placement and the hours spent in employment must be distinctly separate.

**3. Different supervisors.**

The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirements of Practicum. The Clinical Supervisor for the Practicum placement must be different than the employment supervisor. This supervisor must meet ASHA criteria to serve as a Clinical Supervisor.

**4. The student must present a written proposal to the SLP Practicum Coordinator for approval. The proposal must include plans for and verifications of how the three criteria above will be met. It must be signed and dated by the student, Agency supervisor and potential Speech-Language Pathology Clinical Supervisor.**

**5. A student may not use activities from employment to count toward the required Practicum hours or satisfy the requirements of the Learning Contract.**

**6. The student must complete the SLP Program on Job Practicum Application and submit to the SLP Practicum Coordinator for approval.**

# Criteria for Successful Completion of Practicum

## Monitoring Students

Evaluation should be an on-going part of the practicum. The Clinical Supervisor, Practicum Course Instructor, and SLP Practicum Coordinator should keep the student informed of his/her progress through student conferences and supervision sessions. A minimum of two patient sessions will be observed virtually by SLP faculty during two different clinical placements.

Agency Clinical Supervisors are expected to supervise the student a minimum of 25% of direct supervision with patients, per ASHA guidelines. The Clinical Supervisor monitors the student's progress with the learning plan, answers questions related to the Practicum, and discusses with the student any issues that may arise regarding the Practicum. Clinical Supervisors and students are encouraged to contact the SLP Practicum Coordinator should problems arise that require assistance. The Practicum Course Instructor, along with the Clinical Supervisor, evaluates the student at mid-term and at the end of the semester. These evaluations are shared with the student. The purpose of these formal evaluations is to examine the student's strengths and weaknesses, accomplishments, and the student's performance and growth regarding the learning plan. A grade is determined by the Practicum Course Instructor, which is based on the student's performance in the Practicum and in course assignments. All Practicum forms can be requested from the SLP Clinical Coordinator.

Each student shall keep an accurate record of the time spent providing clinical services at the Agency by keeping an activity log as well as filling out a weekly time sheet. The student's attendance at the agency, according to the schedule worked out with the Practicum Instructor, is the unequivocal responsibility of the student. All clinical hours must be entered into Calipso on weekly basis.

## Practicum I, II, III

Practicum education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting. For evaluation, the Clinical Supervisor will use the scale that follows each competency of the Learning Plan to rate the student's competence in this area.

- 4 = Mastery [completely independent]
- 3 = Capable [requires occasional assistance; uses supervision effectively]
- 2 = Apprentice [requires frequent assistance or close supervision]
- 1 = Needs significant improvement [rarely demonstrates skill]

In Practicum I, students are expected to have 2's and 3's. In Practicum II, students are expected to have mostly 3's. In Practicum III, students are expected to have 3's and 4's. For every score under the skill level of 4, the Practicum Supervisor should give specific feedback to the student as to how to improve in this area. University faculty will determine the final letter grade for the course based upon performance in Practicum and coursework.

Criteria for Admission to Practicum. Even though a student has registered for Practicum I, he or she may not begin hours in Practicum until completing the required orientation modules in Moodle. The Practicum Course Instructor will let students know when they are approved to begin Practicum hours.

Students must pass Practicum I to proceed to Practicum II. Students must pass Practicum II to proceed to Practicum III.

To pass Practicum I, II, and III:

- Complete all Supervisor-assigned Learning Tasks per the Learning Plan/Contract with expected ratings.
  - A rating of 1 or 2 may require a Remediation Plan.
- Complete all coursework by the due dates.
- Complete at least the minimum number of patient contact hours as stated in the syllabus.

Any of the following will result in a failing grade for Practicum I, II, and III:

1. A rating of 1 in any of tasks on the Learning Plan/Contract during the summative assessment.
2. Missing or incomplete course assignments
3. 25% or more of assignments are turned in late
4. Completing fewer than the specified patient contact hours

\*Please note that students who cannot pass a criminal record check in a Practicum Agency may not be able to pass the Practicum component for the Speech-Language Pathology degree. It may be difficult for a student with a criminal record to obtain a Practicum placement. Students are encouraged to disclose this information at the time of admission to the program. Students who cannot complete the Practicum education requirements will not receive the degree. Drug testing may also be required at some Agencies.

## Clock-Hour Requirements

Practicum I: 75 patient contact hours in Semester 2

Practicum II: 125/175 hours in Semester 3

Practicum III: 125/175 hours in Semester 4

The patient contact hours required in each course are not negotiable. These are considered “minimums.” When developing a work schedule with the Clinical Supervisor, students should be aware that life events and illness sometimes interfere, and to plan accordingly to give the student time to make up any hours at the end of the semester.

Practicum hours may not be completed before the semester begins or after it ends without special permission. At this time, Practicum placements may not be completed in the summer.



## Travel Reimbursement

The University does not provide any travel reimbursement for students traveling to their Practicum assignments. Students are responsible for all expenses incurred. In some cases, unreimbursed expenses may place a heavy financial burden on students. It is hoped that this would be a rare occurrence, and we ask Clinical Supervisors to keep this in mind when planning assignments. Transportation problems that interfere with student practicum responsibilities should be brought to the attention of the SLP Practicum Coordinator.

## Transporting Agency Clients

The Brescia University Speech-Language Pathology Program DOES NOT allow practicum students to transport clients in their private vehicle or in an Agency vehicle. Practicum students may accompany an Agency employee in transporting clients.

## Professionalism

### Student Accountability and Professional Behavior

Confidentiality is a special concern, especially in rural areas in which Brescia students may be placed. Confidentiality is stressed throughout the Speech-Language Pathology curriculum. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve. Students are expected to adhere to all of the agency policies on confidentiality and standards for professional behavior.

In the Practicum, students are representatives of the agency and are expected to behave in a way that reflects accountability to the agency, the community, the clients, the profession, and Brescia University. Students are expected at all times to adhere to the ASHA Code of Ethics.

It is required that students notify their agency Practicum Supervisor if they will be absent from their practicum. Students are responsible for developing a plan with their supervisor regarding how they will make up the missed clock hours of work.

### Scholarly Learning

It is expected that the student will read all assigned material. Students are encouraged to raise questions about anything not understood. They are also expected to bring information related to their current study to the class. Students should show that they have read and understand the material by bringing additional material to the class. They should be prepared to discuss the elements of a paper submitted and should have a good understanding of what has been written.

Students are expected to prepare an agenda to discuss and a list of questions to the meeting with the Clinical Supervisor each week. Students need to be prepared for meetings by reviewing material ahead of time and bringing necessary items for note taking, as appropriate.

## Contact Information, Email, and Frequently Called Numbers

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