JMU

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U N I V E R S I T Y ®

Department of Communication Sciences & Disorders
Master of Science, Speech-Language Pathology

Off-Campus Placement Handbook
2024-2025

(Revised 08/2024)

INTRODUCTION

This handbook is a resource for all JMU Communication Sciences & Disorders speech-language pathology student clinicians, university liaisons, and clinical supervisors participating in off-campus placements.

Off-campus placements are assigned with the understanding that student clinicians have not yet completed all graduate coursework and therefore the student clinician should not be expected to have a complete working knowledge of the many various tests and procedures that a site or facility might utilize. Student clinicians are expected to be learning from their off-campus clinical supervisors and it is this experience that will serve to refine their clinical skills and expand their knowledge.

Clinical supervisors and sites, thank you for supervising our student clinicians. By sharing your experience and expertise you are helping to shape the future of the profession.

Please do not hesitate to contact us if you have any questions or concerns. We look forward to working together!

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Mission
The Department of Communication Sciences and Disorders engages students, faculty, and members of the community to advance the state of knowledge through basic and applied research, innovative professional and pre-professional education, and enhanced clinical practices to better serve those with communication disorders.

Professional Commitment
The Department of Communication Sciences and Disorders Program has a commitment to both the student clinicians who desire clinical experiences and to the clients who will be served. To appropriately and adequately meet the needs of these clients, student clinicians commit themselves to providing services in a professional and responsible manner.

Off-Campus Placements
To meet the requirements of graduation and ASHA certification, student clinicians are required to complete supervised off-campus placements as per the plan of study. Supervision must be provided by an ASHA-certified and licensed speech-language pathologist. In addition to direct clock hours, student clinicians are required to demonstrate clinical skills, sufficient for entry into professional practice as a clinical fellow, in all nine disorder areas and across the life span.

Clinical Hours
Student clinicians must acquire a minimum of 375 clock hours over the course of their academic program. If a student clinician receives a grade of C or lower in a practicum course, the clinical clock hours and clinical skills accrued during that placement will not count toward the CSD program requirements. Grades in practicum are held to the same standards as all graduate courses. Clinical hours are to be obtained according to ASHA guidelines: https://www.asha.org/Certification/2020-SLP-Certification-Standards.

Student clinicians are required to gain clinical experience and demonstrate clinical skills in each of the following areas:
- Speech sound production
- Fluency and fluency disorders
- Receptive and expressive language
- Voice and resonance
- Hearing
- Swallowing/feeding
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

The JMU program requires a minimum (min.) clinical hours in each of the areas below:

Observation	25 total hours
Speech Evaluation	child/adult min. 10 hours each group = 20 total
Speech Intervention	child/adult min. 20 hours each group = 40 total
Language Evaluation	child/adult min. 10 hours each group = 20 total
Language Intervention	child/adult min. 20 hours each group = 40 total
Hearing	10 total hours (screening and intervention)

**Note: These are program requirements and may be different than those required by licensing and certification agencies.*

Clinical Skills

In order to meet the requirements for graduation and ASHA certification under the ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Standard V) (https://www.asha.org/Certification/2020-SLP-Certification- Standards/) student clinicians must earn sign offs for all clinical skills (listed below) and in all disorder areas. The JMU requirement is a rating of "refining" (6) or "independent" (7) to achieve sign off. These are specific clinical skills that are part of the *Graduate Student Clinical Performance Assessment* form (Appendix E) in Typhon. The minimal clinical skills are:

Evaluation (#2-8)

- Demonstrates ability to accurately conduct screening and prevention procedure
- Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
- Selects appropriate evaluation procedures and materials.
- Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures).
- Organizes/manages session; adapts evaluation procedures to meet client/patient needs.
- Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses.
- Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

Intervention (#10-17)

- Develops intervention plans with appropriate measurable and achievable goals.
- Collaborates with clients and relevant others in the planning and treatment processes (interprofessional practice).
- Implements intervention plans, using a variety of materials, strategies, and instrumentation.
- Measures and evaluates client's performance and progress by accurately collecting data.
- Accurately completes required documentation of intervention results (i.e., soap notes, summarization and interpretation of data).
- Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.
- Identifies and/or provides appropriate suggestions for carry-over activities to client/caregivers to encourage skill generalization. Refers for additional services as appropriate.

ROLES & RESPONSIBILITIES OF THE STUDENT CLINICIAN

Ethical Behavior
High standards of ethical behavior are expected of students in all interactions with clients, clients' families, clinical supervisors, and other professionals. The student clinician is to abide by the ASHA Code of Ethics at https://www.asha.org/Code-of-Ethics/. Student clinicians are expected to report errors, and to acknowledge lack of preparation or knowledge that impacts performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. Unprofessional or unethical behavior is sufficient cause for dismissal from the program.

JMU Honor Code
All students are bound by the JMU Honor Code in all academic and clinical activities. Please refer to http://www.jmu.edu/honor/code.shtml for a complete description of the Honor Code.

Clinical Preparedness
Prior to initiating an approved off-campus placement, student clinicians may be required to submit documentation of:
- Immunizations: COVID-19, Tdap, Hepatitis B, MMR (2 series), Varicella (2 series), Flu, negative TB (PPD) test
- Current CPR (adult & child; AHA recommended) and First Aid certification
- Current background check (within 6-12 months of start date depending on the site)
- Current drug screening
- HIPAA training
- Bloodborne pathogens (universal precautions) training
- Mandated reporter training (child and adult)
- Personal liability insurance

Please be aware that certain clinical placement sites may use documentation systems that will require additional fees. Students are responsible for any additional fees.

Attendance
Student clinicians are expected to:
- Be punctual and prepared for clinical assignment
- Adhere to the clinical supervisor's schedule. Full-time placements equate to approximately 40 hours per week. The off-campus placement site schedule supersedes the JMU academic calendar.
- Meet their clients for each scheduled session
    - In the event of personal illness or crisis, the student clinician must contact the clinical supervisor according to the agreed upon methods.
    - During periods of inclement weather, student clinicians are to follow the policy of the off-campus placement site, and not JMU closings.
- **Under no circumstances** are student clinicians to request absences from an off-campus placement for:
    - Class and/or test preparation
    - JMU-recognized holidays or breaks Fall/Spring breaks
    - Trips or vacations scheduled during the semester (including summer)
    - Preparation for the Praxis examination
    - Personal schedules (including work)

Please contact the Placement Coordinator regarding any absence or schedule change that may arise.

Client Records

Student clinicians are required to maintain clinical records in accordance with the policies and procedures of the off-campus placement site.

Policies and Procedures

Student clinicians must abide by all policies and procedures of the off-campus placement site, including policies related to confidentiality, infection control, and client safety.

Student clinicians must also be aware of and abide by JMU policies and procedures. It is the responsibility of the student clinician to be mindful of grading policies, university expectations, and ethical practices. Student clinicians should refer to the *MS SLP Student Handbook* and relevant course syllabi (Appendix C) as needed.

Professional Interactions

Student clinicians are expected to:
- Demonstrate professional behavior in all interactions with clients, families, clinical supervisors, and other professionals
- Abide by the ASHA Code of Ethics in all professional interactions
- Demonstrate professional dress at all times and adhere to the dress code of the off-campus placement

Documentation (see documentation timeline)

- Student clinicians will complete and submit the following documentation
- Student Clinician-Clinical Supervisor Agreement (Appendix A)
- Current copies of clinical supervisor's ASHA certification & state licensure (Appendix B)
- Enter all clock hours into Typhon within **three (3) days** or the hours will not count. Keep hard copies for audit purposes (Appendix G). Assist clinical supervisor in approving hours in Typhon on a **weekly basis** (Appendix D)
- Printed and signed summary of hours from Typhon at midterm and final
- *Site Review* form (Appendix H)

Communication

Student clinicians are expected to communicate openly and professionally with the clinical supervisor about expectations, questions or concerns, and all clinical matters. If there is uncertainty or a lack of understanding regarding expectations, it is the responsibility of the student clinician to discuss this with the clinical supervisor.

Student clinicians must adhere to guidelines outlined in the *MS SLP Student Handbook* and relevant course syllabus. It is the student clinician's responsibility to be aware of the requirements for graduation and certification. It is the student clinician's responsibility to advocate for their needed hours, experiences, and clinical skill sign offs in a professional manner.

Student clinicians requesting any accommodations must meet with the Office of Disability Services to establish an access plan. The student clinician must then communicate the plan, both verbally and in writing, with the clinical supervisor and the University liaison.

**Failure to comply with any of these mandates may result in a failing grade and/or dismissal from the clinical experience

STUDENT CLINICIAN DOCUMENTATION TIMELINE

DUE	DOCUMENT
Within 1st week of placement	**Upload** Student Clinician-Clinical Supervisor Agreement (Appendix A) to Typhon **Verify** that clinical supervisor's current ASHA certification card & state license have been uploaded (Appendix B) to Typhon
Daily	**Enter all clock hours into Typhon.** Must be entered within 3 days or the system will lock, and hours will not be counted Maintain hard copy records of hours on the *Clinical Hours Log* (Appendix G) for audit purposes
Weekly	Have the clinical supervisor **verify and approve the previous week's hours in Typhon (Appendix D)**

Midterm	**Meet with clinical supervisor to review midterm (Appendix E)**
	  o Discuss progress and set personal and professional development goals for the remainder of the semester
	
	Print (from Typhon) a summary of clock hours for the off-campus placement to-date
	  o Must be verified and signed by the student clinician and the clinical supervisor
	  o Upload signed document to Typhon; keep a copy for own records

End of placement	**Meet with clinical supervisor to review final *Graduate Student Clinician Performance Assessment* (Appendix E)**
	
	Print (from Typhon) a final summary of clock hours for the off-campus placement
	  o Must be verified and signed by the student clinician and the clinical supervisor.
	  o Upload signed document to Typhon; keep a copy for own records.

Within 1 week of the end of the placement	**Complete** o *Site Review* form (Appendix H)

ROLES & RESPONSIBILITIES OF CLINICAL SUPERVISORS

It is the aim of the JMU Communication Sciences and Disorders Program to support the clinical supervisor as they participate in the development of a clinical relationship with the student clinician. It has long been held that a strong and effective supervisor-supervisee relationship "enhances clinical practice, fulfills the goals of the organization and meets ethical, professional, and best practice standards of the profession" (Kavanagh et al., 2002). Clinical practice is found to improve "not only when skills are taught, but also when the supervision environment is safe and confidence is strengthened" (Kavanagh et al., 2002).

To maximize the off-campus placement experience, the JMU program requires the following of clinical supervisors:

Qualifications

Clinical Supervisors must have a minimum of nine (9) months of full-time clinical experience with clients/patients after being awarded the Certificate of Clinical Competence (CCC) and must complete the ASHA-required two (2) hours of continuing education in supervision. All supervision must be conducted and signed off by an ASHA-certified and state licensed professional, according to ASHA guidelines (https://www.asha.org/Certification/2020-SLP-Certification-Standards/).

Supervision

Provide supervision per ASHA guidelines. 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**, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

The JMU Communication Sciences and Disorders program recommends the following supervision minimums: *at least* 50% of each evaluation/screening and *at least* 25% of all intervention time with each client.

Expectations

Define specific expectations with the student clinician within the first week of the placement.

- Complete the *Student Clinician-Clinical Supervisor Agreement* (Appendix A) in collaboration with the student clinician. This form will establish expectations for both the student clinician and the clinical supervisor.
- The student clinician is responsible for uploading a copy to Typhon **within the first week** of the placement. Please keep a copy for your records.
- Expectations should be clearly communicated and revisited throughout the placement. The clinical supervisor is expected to clearly and openly express these expectations to the student clinician, so that the student clinician may be able to respond appropriately.
- Provide student clinicians with sufficient breadth and depth of experience given the setting.

Feedback

Provide regular and ongoing feedback to student clinicians.

- Feedback is provided to student clinicians in an ongoing manner through group and/or individual meetings, written and verbal feedback of sessions, and evaluation at midterm and end of semester.
- Feedback should be specific and observable, focusing on clinical knowledge, skills, and professional behaviors.
- Feedback should be timely in order for student clinicians to modify behaviors. The clinical supervisor will conduct individual meetings to provide feedback, respond to questions, and aid in preparation for diagnostics according to student clinician needs.

Evaluation

Participate in evaluation of student clinician performance. Clinical supervisors are expected to:

- Provide student clinician with written and/or verbal feedback regarding observed performance.
- Encourage self-evaluation and reflection on the part of the student clinician.
- Make available opportunities to meet with student clinician and discuss clinical performance and expectations on a regular basis.
- Review and discuss the completed midterm and final semester *Graduate Student Clinician Performance Assessment* (Appendix E) with the student clinician.
  - Prior to completing the assessments, clinical supervisors are expected to familiarize themselves with the JMU grading rubric and expectations, as these may differ from other universities or programs. ***Please review the syllabus and grading scale (Appendix C) and expanded definitions (Appendix F) prior to completing evaluations.***
- Sign off, in Typhon on the *Graduate Student Clinician Performance Assessment*, on clinical skills that the student clinician demonstrated performance at the level of refining (6) or independent (7).
- Recommend a final grade for the off-campus experience. The determination of final grades rest with the university liaisons with careful consideration of your evaluation and input. Final grade recommendations should be emailed to the Placement Coordinator with the student's initials.

Documentation

Complete required documentation. It is required that each clinical supervisor:

- Upload current copies of ASHA certification and state licensure/certification (Appendix B) within the first week of the placement.
- Provide written and/or verbal feedback regarding student clinician performance upon request or when an area of concern arises.
- Verify and approve student clinical hours on a ***weekly*** basis through Typhon. Please use the step-by-step instructions provided. Hours must be approved for the student clinician to receive credit (Appendix D).
- Complete the *Graduate Student Clinician Performance Assessment* (see Appendix E) at midterm and at the end of the semester. The assessment is electronic and is available on the Typhon system. **Supervisors will receive a login and password for the system within the first two weeks of the placement.**

Communication

Communicate with the appropriate liaison about student clinician progress. The program is committed to both the success of individual student clinicians as well as the ongoing relationship with our off-campus placement sites. **It is a role of the clinical supervisor to communicate with the university liaison and/or director of clinical education when a concern or issue arises.** This prompt and direct communication will assist all parties in identifying areas of concern, establishing remediation plans, and providing appropriate counseling to the student clinicians. The university representatives are available for consultation of a student clinician- centered issue via email, phone, or onsite visits.

CLINICAL SUPERVISOR DOCUMENTATION TIMELINE

DUE	DOCUMENT
Within 1st week of placement	**Upload a current copy of ASHA certification card and state licensure documentation (Appendix B)** ○ Upload PDF files of these documents to Typhon ○ Confirm completion of required 2 hours of professional development in clinical supervision **Complete: *Student Clinician-Clinical Supervisor Agreement* (Appendix A)**
Weekly	**Verify and approve student clinical hours, in Typhon, at the *end of each week* (see Appendix D)**
Midterm	**Complete: *Graduate Student Clinician Performance Assessment* (see Appendices C, E, and F)** ○ Complete form via Typhon and provide formative feedback regarding the evaluation to the student clinician ○ Sign off on all clinical skills in all disorder areas in which the student clinician earned a rating of "refining" (6) or "independent" (7) ○ Assist the student clinician in setting goals for their development over the remainder of the semester
End of placement	**Complete: *Graduate Student Clinician Performance Assessment* (see Appendices C, E, and F)** ○ Complete form via Typhon and discuss the final evaluation with the student clinician ○ Sign off on all clinical skills in all disorder areas in which the student clinician earned a rating of "refining" (6) or "independent" (7) **Email** recommended **FINAL GRADE** with the student clinician's initials to the Placement Coordinator (hellerdm@jmu.edu)

ROLES & RESPONSIBILITIES OF THE UNIVERSITY LIAISON

The university liaison serves as an integral part of the supervisory experience. It is the role of the liaison to support the student clinician and clinical supervisor. The role of the university liaison is to:

Communication

Serve as point-of-contact for the student clinician and the clinical supervisor. The liaison is available to conduct a site visit or to consult via telephone or email communication if any concerns or issues arise. Liaisons will contact new clinical supervisors a minimum of once per semester.

Resource

Provide support and/or resources regarding supervision. Assist in problem solving for difficult or challenging situations that may arise.

Documentation

Coordinate the required documentation related to the off-campus placement experience.

Appendix A. Student Clinician-Clinical Supervisor Agreement.

JAMES MADISON UNIVERSITY
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

STUDENT CLINICIAN and CLINICAL SUPERVISOR AGREEMENT

Off-Campus Placement Location Name: **Date:**

The James Madison University Student Clinician   **agrees to:**
                                                         (printed name)

1. **Begin practicum on _____ (date) and complete practicum on _____ (date). Any changes to practicum dates need to be approved by the program.**

2. **Maintain the following hours and days of the week:** _____

3. **Schedule, in advance, the following days off:** _____
   Under no circumstances are student clinicians to request absences from the off-campus placement for:
   o Class and/or test preparation
   o JMU-recognized holidays or breaks (including Fall/Spring breaks)
   o Trips or vacations scheduled during the semester (including summer)
   o Preparation for the Praxis examination
   o Personal schedules (including work)

4. **Participate in at least _____ hours of clinical observation before beginning to provide clinical services.**

5. **Be responsible for continuity of care by not canceling or postponing clinical services without prior consent of the off-campus placement clinical supervisor.**
   If students need to miss scheduled time at their clinical placement for any reason, they must inform both the off-campus placement supervisor *and* the Placement Coordinator via email as soon as possible. Students are responsible for coordinating with their clinical educator to make up any missed time. Multiple missed days may result in the placement being forfeited.

6. **Submit evaluations, progress notes, therapy plans, and other reports within these guidelines:**

7. **Implement decisions regarding evaluation and intervention only after receiving approval from off-campus placement clinical supervisor.**

8. **Observe appropriate dress codes and professional behavior while at the off-campus placement:**

9. **Adhere to the following guidelines established by this off-campus placement:**

10. Students must remain in this placement for the duration of the semester, as agreed upon. Placements may only be terminated after careful consideration and consultation with the JMU liaison, clinical educator, and with CAC approval.

11. Complete and submit via Typhon the following paperwork at midterm and the end of the placement: midterm and final evaluation and signed Case Log Graphical

The clinical supervisor _____ agrees to:
<div align="center">(printed name)</div>

1. Maintain and submit to Typhon proof of ASHA Certificate of Clinical Competence (CCC) and state licensure at the beginning of the off-campus placement.

2. Verify completion of the ASHA-required 2 hours of continuing education in supervision.

3. Direct supervision must be in real time and must never be less than 25% of the student clinician's total contact with each client/patient and must take place periodically throughout the placement. These are minimum requirements and should be adjusted upward if the clinician's level of knowledge, experience, and competence warrants.

4. Schedule conferences with the student clinician with the following frequency:
   _____

5. Schedule the student clinician for an estimated minimum of_____clinical hours and anestimated maximum of_____clinical hours of patient contact per week (based on fluctuating client census).

6. Complete and submit the paperwork from the Off-Campus Placement Handbook at the designated times.

_____
Clinical Supervisor Signature   Date

_____
Student Clinician Signature   Date

Clinical Supervisor Email: _____

Appendix B. Uploading Credentials.

Typhon Instructions
How to upload supervisor credentials to Typhon

1. Scan and save copies of ASHA certification card and state license.

2. Log into your account (account ID is 9143)

3. Under "Account Profile" choose "Edit Profile"

4. Enter your Work contact information

5. Under "Miscellaneous Information" add ASHA certification number

6. Under "Documentation"

    a. Upload Copy of License to "License Document"

    b. Upload Copy of ASHA certification to "ASHA certification Document"

7. Choose "Save Data" at bottom of the page

Appendix C. Syllabus for student clinicians in first placement.

James Madison University
CSD 583: Speech Practicum (2 credits)
Online MS SLP Program

General Information

Instructor/Liaison (Online MS)
    Erin Clinard, Ph.D., CCC-SLP, CHSE
    Email: clinares@jmu.edu
    Phone: 540-568-3868
 	
Placement Coordinator
    Diane Heller
    Email: hellerdm@jmu.edu Phone: 540-568-3877

Preferred contact:
    • Please use email as your initial contact
    • Every attempt will be made to respond to e-mails within 24-48 hours of receipt, during the normal work week (Mon-Fri, 8am-4pm)

Office & Office Hours: • There are no set office hours, please let your instructor/liaison know if you need anything

Course Description: (from JMU course catalog)

CSD 583 Speech Practicum. 2 credits.

Supervised speech-language pathology practicum. This practicum course must be completed as part of the required 10 credits in practicum courses. Length and frequency of clinical experience is determined by the Clinic Advisory Council (CAC) and the Director of Clinical Education in accordance with the needs of student clinicians. Required. Pre-requisites: CSD 581 & 582.

Course Objectives/Learner Outcomes: Through participation in the off-campus placement, under the supervision of a licensed and ASHA-certified speech-language pathologist, the following American Speech-Language Hearing Association (ASHA) knowledge and skills standards will be met:
- Standard IV: C-H
- Standard V: A-F

For questions regarding the specific skills and knowledge included in each of the standards, student clinicians are referred to the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology: https://www.asha.org/Certification/2020-SLP-Certification-Standards

Required Text: *Student Handbook for the Master of Science Program in Speech-Language Pathology* and the *Off-Campus Placement Handbook*

Required Materials/Resources: Readings as assigned by off-campus placement clinical supervisor

Student Clinician-Clinical Supervisor Agreement: *The Student Clinician-Clinical Supervisor Agreement* must be completed within the first week of the placement and submitted to the Placement Coordinator. The contract is to be completed by the clinical supervisor and student clinician as a method of establishing and communicating expectations.

Expectations of the Clinical Supervisor: Every off-campus placement site will have a different clinical supervisor and may have different expectations and policies. It is the expectation of the student clinician and the clinical supervisor to openly communicate about expectations so that the student clinician can progress adequately toward competency during their semester placement.

Clinical supervisors will provide formative feedback at midterm and summative feedback at the end of the semester.

Responsibilities of the Student Clinician: Student clinicians participating in CSD 583 are engaging in a professional externship experience. As such, it is imperative that student clinicians engage in a professional manner at all times with clinical supervisors, patients/clients, families, and other professionals. Any concerns or questions should be openly discussed with clinical supervisors, as well as university liaisons. Student clinicians will receive formative feedback at midterm, and it is the responsibility of the student clinician to discuss a plan with their clinical supervisor to ensure that they will achieve competency, by the end of the semester, in all areas.

Student clinicians are also expected to participate in scheduled professional development group meetings. These meetings are designed to develop clinical and professional skills, apply concepts, and expand your perspectives.

Canvas: Announcements will be posted on Canvas, as needed.

COURSE REQUIREMENTS (https://www.jmu.edu/syllabus/index.shtml)

Participation: Student clinicians will provide assessment, prevention, and intervention techniques within a supervised clinic environment. Student clinicians are expected to abide by all policies and procedures of the off-campus practicum site. Additionally, student clinicians are also expected to participate in scheduled professional development group meetings which are part of the course expectations and therefore the final grade in this course.

Attendance Policy: Student clinicians are engaging in a professional externship and therefore attendance and punctuality is expected. The work schedule is determined at the beginning of the semester based on agreement between the clinical supervisor and student clinician. Any changes to this schedule need to be discussed with the clinical supervisor and the university liaison prior to any changes; CAC approval may be required. Student clinicians do not follow the JMU calendar (holidays, breaks, etc.), but adhere to the schedule and calendar of the off-campus placement site.

JMU Honor Code: Student clinicians are expected to abide by all guidelines set forth by the James Madison University Honor Code at all times.

ASHA Code of Ethics: It is the responsibility of each student clinician to review and be knowledgeable about the ASHA Code of Ethics (https://www.asha.org/Code-of-Ethics/). All student clinicians are expected to adhere to the Code of Ethics to ensure the welfare of those we serve.

Student Clinicians with Disabilities Accommodations: The clinical supervisor and university liaison are willing to meet reasonable accommodations for any student clinicians with a documented disability. The student clinician is responsible for submission of supporting material to the off-campus clinical supervisor and university liaison, which includes the necessary accommodations as outlined by the Office of Disability Services at JMU (http://www.jmu.edu/ods/). This information should be submitted to the clinical supervisor and university liaison within 14 days of the start of the semester.

Inclusive Excellence: Students will participate in activities aimed at increasing diversity awareness and cultural competency throughout the curriculum. Graduate students are exposed to diverse populations across all clinical coursework. Please refer to the College of Health and Behavioral Studies website for more details https://www.jmu.edu/chbs/ie/index.shtml. *"We are an inclusive academic community committed to excellence in the pursuit and dissemination of knowledge. We advance intellectual and creative discovery through transformative learning experiences that positively impact our lives and communities."*

Religious Accommodations: The clinical supervisor will give reasonable and appropriate accommodations to student clinicians requesting them on grounds of religious observation. Student clinicians must notify the clinical supervisor and university liaison by no later than the end of the first week of the semester of potential scheduled absences.

Weather Policy: JMU closings due to inclement weather do **not** translate to a day off from the off-campus placement. Student clinicians are expected to adhere to the weather-related policies and procedures of the off-campus placement site.

Add/Drop Policy: The last day to add/drop a class is posted on the JMU website. Withdrawing from a class after the drop deadline results in a "W" grade and corresponding tuition charges, if applicable. Please see the Registrar's website for more information: https://www.jmu.edu/registrar/index.shtml

METHODS of ASSESSMENT:

The final grade for this course will be derived from student participation in professional development group meetings (see Canvas for more information) and the JMU Speech-Language Pathology Graduate Student Clinical Performance Midterm/Final Assessment form completed by the student clinician's clinical supervisor in Typhon.

Minimal Clinical Skills: To be eligible for subsequent clinical assignments or to meet the requirements for graduation, all student clinicians must meet certain minimal clinical skills. These are specific clinical skills that are part of the Graduate Student Clinical Performance Assessment form posted on Typhon.

Evaluation
- Demonstrates ability to accurately conduct screening and prevention procedures.
- Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
- Selects appropriate evaluation procedures and materials.
- Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures).
- Organizes/manages session; adapts evaluation procedures to meet client/patient needs.
- Scores, analyzes, and interprets all diagnostic data, including behavioral

observations, to develop diagnoses.
- Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

Intervention
- Develops intervention plans with appropriate measurable and achievable goals.
- Collaborates with clients and relevant others in the planning and treatment processes (interprofessional practice).
- Implements intervention plans, using a variety of materials, strategies, and instrumentation.
- Measures and evaluates client's performance and progress by accurately collecting data.
- Accurately completes required documentation of intervention results (i.e., soap notes, summarization and interpretation of data).
- Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.
- Identifies and/or provides appropriate suggestions for carry-over activities to client/caregivers to encourage skill generalization. Refers for additional services as appropriate.

Professionalism
- Communicates respectfully, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.
- Collaborates with other professionals in case management.
- Articulates education within SLP scope of practice to clients, family, caregivers, and relevant others.
- Adheres to the ASHA Code of Ethics, HIPAA, FERPA, and site-specific policies and procedures.
- Maintains appropriate professional demeanor (professional image, dress, and behavior

Off-Campus Placement: The Graduate Student Clinical Performance Assessment form is posted on Typhon. Clinical supervisors will complete this assessment and meet with student clinicians both at midterm and the end of the semester. Note that the student clinician's grade includes professional and communication skills, as well as demonstration of clinical skills. Student clinicians are expected to achieve a rating of at least "refining" (6) in most categories by the conclusion of the off-campus placement. To meet the ASHA knowledge and skills objectives for clinical courses, a student must receive a B or better in the course (see specific requirements based on semester enrolled in practicum). Any student clinician receiving a final grade of a C or lower will not receive credit for the accumulated clock hours or clinical skills.

Keep in mind, for the clinical supervisor to sign off on the required clinical skills, the student clinician must earn a rating of refining (6) or independent (7) for each skill across the nine disorder areas. These clinical skills are **required** and must be achieved for graduation and ASHA licensure. It is the responsibility of the student clinician to collaborate with their clinical supervisor to devise a plan to develop the requisite skills for sign-off.

Documentation of Clinical Clock Hours: It is the responsibility of each student clinician to record, input into Typhon, and submit copies of clinical hours incurred during this semester according to the policies and procedures outlined in the *Student Handbook for the Master of Science Program in Speech-Language Pathology* and the *Off-Campus Placement Handbook*.

Grading Scale/Policy: Grades will be derived from the final Graduate Student Clinical Performance Assessment form completed by the clinical supervisor(s). Clinical supervisors will evaluate clinical performance at midterm and end of semester using the following rating scale:

No/Limited Opportunity: Not enough opportunities to rate the item.

Unacceptable: Demonstrates unacceptable performance; unresponsive and/or unable to make changes given extensive feedback.

Emerging: Competency/skill is emerging. Requires consistent supervisory modeling/intervention.

Developing: Competency/skill is present but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.

**Refining: Competency/skill is developed but needs refinement and/or consistency. Requires infrequent supervisory monitoring.

**Independent: Competency/skill is well developed and consistent. Requires guidance and/or consultation only.

Grade	*Evaluation*	*Intervention*	*Professionalism*
A	4 D; 3 D/R	5 D; 3 D/R	10 R
A-	5 D; 2 D/R	6 D; 2 D/R	9 R; 1 D/R
B+	6 D; 1 D/R	7 D; 1 D/R	8 R; 2 D/R
B	7 D	8 D	7 R; 3 D/R
B-	6 D; 1 E/D	7 D; 1 E/D	6 R; 4 D/R
C	5 D; 2 E/D	6 D; 2 E/D	5 R; 5 D/R

Unsatisfactory performance may result in intervention. Anyone who receives a **B- or lower for any one component (Evaluation, Intervention, Professionalism) on the Midterm/Final assessment or anyone who receives a rating of "Unacceptable" for any one knowledge and skills objective on the rubric used for the Midterm/Final** may participate in intervention to facilitate demonstration of their clinical knowledge and skill(s).

Please be aware that lower ratings in any area may result in a lower letter grade. Keep in mind, to earn a grade of A, you must perform *above* expectations in all areas. ***Performance below expectations for a grade of C will result in a failing grade.**

PLEASE NOTE:
- Skills not meeting expectations (a grade of B or better) may require intervention.
- To meet the ASHA knowledge and skills objectives for clinical courses, a student must receive a B or better in the course (see specific requirements based on semester enrolled in practicum).
- Students earning a grade below a B- will not be permitted to count the clinical hours earned
- Graduate students are reminded that a B- does not equate to a 3.0, but rather a 2.7.

Appendix D. Typhon Instructions – Hours Approval.

Typhon Instructions
How to approve weekly case logs for the student clinician

1. Log into your Typhon account (acct ID 9143) using your email and password
2. On the main page, choose "Case Log Details" - it will show the number of cases that are pending approval). ***You may find it easier to complete these steps daily, but it must be done weekly.***
3. Choose student in drop down box and click "Filter"
4. The most recent cases will be listed first. You can filter according to date if you are looking for a specific date. Choose "Filter" if you add specific dates.
5. The Status column will display pending (blue icon), Approved (green check) or not approved (red minus sign).
6. Click on case ID to review each case for correct input (demographics, time, category)
7. If the case is correct, change "Current Status" at the top by clicking on it. You can change a case to pending, approved, or not approved.
   a. Approved – if case and information is correct
   b. Not approved – if a student needs to make corrections, add information for the corrections in the comment section and select "Save Data". The student will receive an email stating that a case has not been approved and it will include the comments added so the student knows what needs to be changed.
   c. Pending – can change an approved or not-approved case back to pending.
8. You may also approve cases through "Case Log Highlights" (on main page) to bulk approve cases.
   a. Select student from drop-down box
   b. Enter the date of cases you are reviewing
   c. You can show the week or month depending on which box you choose, select "Apply filters"
   d. Basic information for cases will appear. You can choose the icon at the top to change ALL cases, or you can individually change case status in each row.
   e. You can click on Case ID to review information for a particular case.

Appendix E. Graduate Student Clinician Performance Assessment (Typhon).

1

This survey is used to document the graduate student's performance of specific clinical skills. Using the rating scale, the student will be rated at midterm and final. This information will be used, in part, to determine a semester grade. Refer to the *Handbook for Graduate Students* and course syllabus for more information on grading policies.

Please use the following scale to rate each competency/skill in the area of *EVALUATION*

(Note: Minimal clinical competencies have an asterisk in front of them.)

1. *No/Limited Opportunity N/A:* Not enough opportunities to rate student performance.
2. *Unacceptable (U)*: Demonstrates unacceptable performance: unresponsive and/or unable to make changes given extensive feedback.
3. *Emerging (E)*: Competency/skill is emerging. Requires consistent supervisory modeling/intervention.
4. *Emerging/Developing (E/D)*
5. *Developing (D)*: Competency/Skill is present, but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.
6. *Developing/Refining (D/R)*
7. *Refining (R)*: Competency/skill is developed, but needs refinement and/or consistency. Requires infrequent supervisory monitoring.
8. *Independent (I)*: Competency/skill is well developed and consistent for entry level clinician. Requires minimal guidance and/or consultation.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
2. *Demonstrates ability to accurately conduct screening and prevention procedures							
O	O	O	O	O	O	O	O

Additional Comments

3. *Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.							
O	O	O	O	O	O	O	O

Additional Comments

4. *Selects appropriate evaluation procedures and materials.							
O	O	O	O	O	O	O	O

Additional Comments

5. *Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures)							
O	O	O	O	O	O	O	O

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

Additional Comments

[   ]

6. Organizes/manages sessions: *adapts evaluation procedures to meet client/patient needs.

○	○	○	○	○	○	○	○

Additional Comments

[   ]

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

7. *Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses

○	○	○	○	○	○	○	○

Additional Comments

[   ]

8. *Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

○	○	○	○	○	○	○	○

Additional Comments

[   ]

2

For each evaluation competency rated **Refining** or **Independent**, please check the area(s). You only need to complete the competencies rated as either Refining or Independent.

*Demonstrates ability to accurately conduct screening and prevention procedures.

☐ Articulation

☐ Fluency

☐ Voice and Resonance

☐ Receptive and Expressive Lanugage

☐ Hearing

☐ Swallowing

☐ Cognitive Aspects of Communication

☐ Social Aspects of Communication

☐ Augmentative and Alternative Communication Modalities

3

   *Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.

☐ Articulation

☐ Fluency

☐ Voice and Resonance

☐ Receptive and Expressive Language

☐ Swallowing

☐ Cognitive Aspects of Coummunication

☐ Social Aspects of Communication

☐ Augmentative and Alternative Communication Modalities

4

   *Selects appropriate evaluation procedures and materials.

☐ Articulation

☐ Fluency

☐ Voice and Resonance

☐ Receptive and Expressive Language

☐ Swallowing

☐ Cognitive Aspects of Communication

☐ Social Aspects of Communication

☐ Augmentative and Alternative Communication Modalities

5

   *Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures).

☐ Articulation

☐ Fluency

☐ Voice and Resonance

☐ Receptive and Expressive Language

☐ Swallowing

☐ Cognitive Aspects of Communication

☐ Social Aspects of Communication

☐ Augmentative and Alternative Communication Modalities

6

Organizes/manages session: *adapts evaluation procedures to meet client/patient needs.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

7

*Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

8

*Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

9

Please use the following scale to rate each competency/skill in the area of *INTERVENTION*

(Note: Minimal clinical competencies have an asterisk in front of them.)

1. *No/Limited Opportunity (N/A):* Not enough opportunities to rate student performance.
2. *Unacceptable (U):* Demonstrates unacceptable performance: unresponsive and/or unable to make changes given extensive feedback.
3. *Emerging (E):* Competency/skill is emerging. Requires consistent supervisory modeling/intervention.
4. *Emerging/Developing (E/D)*
5. *Developing (D):* Competency/Skill is present, but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.
6. *Developing/Refining (D/R)*
7. *Refining (R):* Competency/skill is developed, but needs refinement and/or consistency. Requires infrequent supervisory monitoring.
8. *Independent (I):* Competency/skill is well developed and consistent for entry level clinician. Requires minimal guidance and/or consultation.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

10. Thoroughly reviews client's file and identifies pertinent information. Makes contacts as appropriate to secure and update necessary information.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

11. *Develops intervention plans with appropriate measurable and achievable goals.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

12. *Collaborates with clients and relevant others in the planning and treatment processes (interprofessional practice).

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

13. *Implements intervention plans, using a variety of materials, strategies, and instrumentation.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

14. *Measures and evaluates client's performance and progress by accurately collecting data.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
○	○	○	○	○	○	○	○

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

15. *Accurately completes required documentation of intervention results (i.e. soap notes, summarization and interpretation of data).

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
○	○	○	○	○	○	○	○

Additional Comments

16. *Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
○	○	○	○	○	○	○	○

Additional Comments

17. Identifies and/or provides appropriate suggestions for carry-over activities to client/caregivers to encourage skill generalization. *Refers for additional services as appropriate.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
○	○	○	○	○	○	○	○

Additional Comments

10

For each intervention competency rated **Refining** or **Independent**, please check the area(s). You only need to complete the competencies rated as either Refining or Independent.

Thoroughly reviews client's file and identifies pertinent information. Makes contacts as appropriate to secure and update necessary information.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

11

     *Develops intervention plans with appropriate measurable and achievable goals.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

12

     *Collaborate with clients and relevant others in the planning and treatment processes (interprofessional practice).

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

13

     *Implements intervention plans, using a variety of materials, strategies, and instrumentation.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

14

     *Measures and evaluates client's performance and progress by accurately collecting data.

- ☐ Articulation
- ☐ Fluency
- ☐ Voice and Resonance
- ☐ Receptive and Expressive Language
- ☐ Swallowing
- ☐ Cognitive Aspects of Communication
- ☐ Social Aspects of Communication
- ☐ Augmentative and Alternative Communication Modalities

15

*Accurately completes required documentation of intervention results (i.e. soap notes, summarization and interpretation of data).

- [ ] Articulation
- [ ] Fluency
- [ ] Voice and Resonance
- [ ] Receptive and Expressive Language
- [ ] Swallowing
- [ ] Cognitive Aspects of Communication
- [ ] Social Aspects of Communication
- [ ] Augmentative and Alternative Communication Modalities

16

*Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

- [ ] Articulation
- [ ] Fluency
- [ ] Voice and Resonance
- [ ] Receptive and Expressive Language
- [ ] Swallowing
- [ ] Cognitive Aspects of Communication
- [ ] Social Aspects of Communication
- [ ] Augmentative and Alternative Communication Modalities

17

Identifies and/or provides appropriate suggestions for carry-over activities to client/caregiver to encourage skill generalization. *Refers for additional services as appropriate.

- [ ] Articulation
- [ ] Fluency
- [ ] Voice and Resonance
- [ ] Receptive and Expressive Language
- [ ] Swallowing
- [ ] Cognitive Aspects of Communication
- [ ] Social Aspects of Communication
- [ ] Augmentative and Alternative Communication Modalities

18

Please use the following scale to rate each competency/skill in the area of ***PROFESSIONALISM***

(Note: Minimal clinical competencies have an asterisk in front of them.)

1. ***No/Limited Opportunity N/A:*** Not enough opportunities to rate student performance.
2. ***Unacceptable (U)***: Demonstrates unacceptable performance: unresponsive and/or unable to make changes given extensive feedback.
3. ***Emerging (E)***: Competency/skill is emerging. Requires consistent supervisory modeling/intervention.
4. ***Emerging/Developing (E/D)***
5. ***Developing (D)***: Competency/Skill is present, but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.
6. ***Developing/Refining (D/R)***
7. ***Refining (R)***: Competency/skill is developed, but needs refinement and/or consistency. Requires infrequent supervisory monitoring.
8. ***Independent (I)***: Competency/skill is well developed and consistent for entry level clinician. Requires minimal guidance and/or consultation.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
*Communicates respectfully, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.							
○	○	○	○	○	○	○	○
Additional Comments							
*Collaborates with other professionals in case management.							
○	○	○	○	○	○	○	○
Additional Comments							
Demonstrates initiative in clinical management and independently seeks information and resources.							
○	○	○	○	○	○	○	○
Additional Comments							
*Articulates education within SLP scope of practice to clients, family, caregivers, and relevant others.							
○	○	○	○	○	○	○	○
Additional Comments							

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

*Adheres to the ASHA Code of Ethics; HIPAA, FERPA, and site specific policies and procedures.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent

Completes all clinical practica responsibilities and paperwork by due dates and follows prescribed clinical procedures. Prepared and on-time for all clinical assignments and meetings.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

*Maintains appropriate professional demeanor (professional image, dress, and behavior).

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

Is approachable and responsive to supervisor; communicates with the supervisor in an appropriate and non-defensive manner.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

Carefully edits and proofreads written documentation and reports before submission.

| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Additional Comments

Responds to and integrates supervisor feedback in all clinical areas (evaluation, intervention, and written documentation).

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
○	○	○	○	○	○	○	○

Additional Comments

[ ]

19

Please rate the student's overall performance:

○ Performance has been above expectations.

○ Performance has been satisfactory and met expectations.

○ Performance has not met expectations. An improvement plan will be established immediately.

20

Please comment on the student's **Strengths** and **Areas to Improve**.

▶ Response Required

Enter a response

Appendix F. Expanded Clinical Skills Definitions.

<div align="center">

Masters in Speech-Language Pathology Program
Expanded Definitions for Evaluation of Clinical Skills

</div>

Unacceptable- Demonstrates unacceptable performance, unresponsiveness and/or unable to makechanges in behaviors given extensive feedback.

Emerging – Clinical skills are emerging. Behaviors commensurate with a novice student in the earlystages of graduate clinical training. Requires consistent supervisory modeling/intervention to perform skills.

Emerging/Developing

Developing – Some evidence of clinical skills is evident but needs further development and/or consistency. Behaviors commensurate with an intermediate student in the mid-stages of graduateclinical training. Requires intermittent supervisory monitoring and infrequent supervisory instruction to aid in the development of competency.

Developing/Refining

Refining – Clinical skills are consistent and fully developed but needs refinement in moving towards entry level competency (CF). Behaviors commensurate with an advanced student, completing graduate clinical training. Requires infrequent supervisory monitoring.

Independent- Clinical skills are well developed and consistent for entry level clinician beginninghis/her career. Requires minimal guidance and/or consultation.

Clinician _____

Supervisor(s) _____

James Madison University
Communication Sciences and Disorders
Clinical Hours Log

Site(s) _____

Identifying Information							Speech								Language									Modality		
							Evaluation (Dx)				Intervention (Tx)				Evaluation (Dx)				Intervention (Tx)								
Date	Age	Gender	Race	ICD-10	CPT	Multi-cultural	Articulation	Fluency	Voice	Swallowing	Articulation	Fluency	Voice	Swallowing	Rec/Exp	Social	Cognitive	AAC	Rec/Exp	Social	Cognitive	AAC	Hearing	Simulation	In-person	Telehealth
					Subtotals																					

Page Totals

ADULT Speech DX	
CHILD Speech DX	

ADULT Speech TX	
CHILD Speech TX	

ADULT Language DX	
CHILD Language DX	

ADULT Language TX	
CHILD Language TX	

Hearing	
Simulation	

Total Hours to Date

ADULT Speech DX	
CHILD Speech DX	

ADULT Speech TX	
CHILD Speech TX	

ADULT Language DX	
CHILD Language DX	

ADULT Language TX	
CHILD Language TX	

Hearing	
Simulation	

July 2020

Appendix H. Site Review.

SLP Site Review

Graduate Clinician Review of
Off-Campus Placement Site

* Required

Site Name *

Site Supervisor *

Site address (city,state,zip) *

Facility Type *
○ Home Health
○ Hospital Inpatient
○ Hospital Outpatient
○ Private Practice
○ Rehabilitation Center
○ School
○ Skilled Nursing Facility

Dates of placement *

JMU SLP Master's Program *
○ Residential - 1st year
○ Residential - 2nd year
○ Online

Number of days per week *
The value must be a number

Number of weeks scheduled *
The value must be a number

List the academic and clinical preparations required for student placement at this facility *

Total adult clinical hours earned at site

The value must be a number

Age range of adults

Total pediatric clinical hours earned at site

The value must be a number

Age range of children

Caseload Type (ONLY check top 3) *

Please select at most 3 options.

☐ Augmentative and alternative communication
☐ Cognitive aspects of communication
☐ Fluency and fluency disorders
☐ Hearing
☐ Language (receptive & expressive)
☐ Social aspects of communication
☐ Speech sound production
☐ Swallowing and feeding
☐ Voice and resonance

List the type of activities in which students typically engage:*

List the culturally and linguistically diverse populations served: *

Describe the clinical experience at this site: *

Describe the supervisory experience at this site: *

As a result of my clinical and supervisory experience, I am better able to: *

My experience could have been improved by: *

Completed by: (optional)

Date of completion: *