

ASHA CERTIFICATION

Since the American Speech-Language Hearing Association (ASHA) accredits the Purdue program, it is designed to provide all academic and practicum requirements for the Certificate of Clinical Competence (CCC) issued by ASHA. A complete description of the standards and procedures for obtaining the CCC is provided in the ASHA Certification and Membership Handbook. In order to meet CCC requirements, you must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes as described in the ASHA Standards 2005 (see table of contents). As students prepare their Plan of Study, they should meet with their advisors, and use the Knowledge and Skills Acquisition (KASA) form to make certain that they take courses that are necessary and appropriate to meet the CCC requirements.

Course work should be planned to address the following areas:

- 1) principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences;
- 2) basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- 3) knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates;
- 4) knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Additional areas that will be addressed throughout the MS-SLP clinical degree program include:

- A) knowledge of standards of ethical conduct;
- B) knowledge of processes used in research and the integration of research principles into evidence-based clinical practice;
- C) knowledge of contemporary professional issues;
- D) knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

The program of study should follow a systematic knowledge-and skill-building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum. Students must demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Enrollment in Clinical Practicum

ASHA's practicum requirements are stated in terms of the number of direct client contact hours, which must be accrued. For certification in speech-language pathology students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

ASHA requires that students achieve specific clinical skills through their clinical education and no longer requires minimum hours accrual within specific categories. However, the Purdue University clinical program in speech-language pathology does require experience within the nine categories outlined in ASHA Standards 2005.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

This experience must be obtained through a university program, where it is considered to be a type of laboratory experience. Universities traditionally classify such experiences in terms of credit hours rather than contact hours. The credit hours are related to client contact, but they also include written work, therapy preparation, and conferences with parents, supervisors, and co-clinicians. Therefore the client contact hours and university credit hours are not interchangeable. AUS practicum requirements for clinical students are stated in terms of credits per semester. The suggested credits per semester for SLP students are outlined in this handbook under Guidelines for Enrollment in SLP Clinical Practicum, in the M.S. Plan of Study section. Occasionally a student may have compelling reasons to modify the clinic practicum load or schedule.

The student should discuss these changes with his or her Major Professor, the Director of Clinical Education in SLP, and write a letter (signed by their major professor) to the chair of the graduate committee. The letter should include reasons for a modification in clinical practicum and the semester credit hour load that is being requested.

The letter should be approved (also by signature) by the Director of Clinical Education in SLP and submitted to the graduate committee at least six weeks before the beginning of the subsequent term.

To enroll in AUS 549 (Clinical Practice in SLP), the student must have taken AUS 349 or its equivalent, accrued 25 observation hours and earned a minimum grade of B, and must have consent of the instructor. For information on enrolling in AUS 648 or 649 (external practicum in speech language pathology), see the section on clinical externships.

Clinical Practicum Privileges—Policies and Implementation

Student participation in clinical practicum should be considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients/ patients in our clinics as well as the training needs of students. We are ethically bound to protect the welfare of the clients/patients in our clinics, so special policies apply to these educational opportunities. Admission to graduate study in the Department of Audiology and Speech Sciences at Purdue does not guarantee participation in clinical practicum. Certain prerequisites must be met:

1) Clinician's speech and language skills:

Because it is deemed necessary for student clinicians to model communicative behaviors that they are trying to help their clients/patients to develop, all potential participants in clinical practicum must demonstrate English speech production and English language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. All entering students will be screened for use of English speech and language before they can be given clinical assignments. ASHA Standards 2005 require communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others.

For oral communication, the student must demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Inadequate performance will result in a delay in clinical participation until adequate performance can be demonstrated. The staff of the appropriate clinic will make the decision about adequacy of demonstrated proficiency in English speech and language (spoken and written) for participation in clinical practicum.

2) Evaluation of Clinical Practicum Performance and Progress:

Speech-language Pathology Clinical Instructors are Speech Language Pathologists who hold the Certificate of Clinical Competence and either a Master's or Doctoral degree. The Clinical Instructors use the Clinical Skills Competency Form (CSCF; see forms section). Clinical Instructors have regular supervision meetings with those students whom they supervise in clinic. They regularly review the work of every student enrolled in clinical practicum, provide instruction and feedback to the student clinicians, and encourage development of self-evaluation skills.

At mid-semester, or more often if deemed appropriate, the Clinical Instructors complete the "Clinical Skills Competency Form" to evaluate each student's clinical performance. Individual evaluation meetings are then held to provide students with information about their clinical work. The SLP Clinical Instructors notify the Director of Clinical Education in SLP of any student who is performing at or below the "C" level, or of any students who are demonstrating difficulty in adhering to professional protocol for clinical practice. If, at any time during the semester, an SLP Clinical Instructor provides an "Ethical Practices Reminder" to a student, the Director of Clinical Education in SLP is provided with a copy of the completed form. Students may be told that their work qualifies them to (1) continue in practicum with added responsibilities, (2) continue in practicum with the same responsibilities, (3) continue in practicum with reduced responsibilities, or (4) discontinue participation in practicum. Decisions concerning continuation in clinical practicum include evaluation of the progress of the student clinician in moving toward being able to function independently as clinicians without requiring extraordinary support by members of the faculty and the professional staff. Students are informed of the results of these evaluations.

Clinical evaluations will be made with reference to expected skills at each semester of practicum. The expected ratings for each skill at each practicum level are included on the Clinical Skills Competency Form (CSCF) for clinician reference.

If a student demonstrates skills above the minimum expected level for a particular practicum experience, they will earn a grade of A and their practicum privileges will be continued.

If a student clinician demonstrates skills slightly below the minimum expectations for a particular practicum, they may earn a grade of B and their practicum privileges will be continued. These student clinicians will also receive a specific list of recommendations for remediation and improvement of their clinical skills.

If a student clinician demonstrates skills significantly below minimum expectations for a particular practicum, they will earn a grade of C or lower and a conference will be held with the supervisors (clinical instructors) the Major Professor, and the Director of Clinical Education in SLP to determine the next appropriate practicum recommendations. Privileges of participating in clinical practicum may be suspended.

Specific written practicum recommendations for remediation of clinical skills will be developed, along with a deadline by which the skills must be demonstrated.

If the student exhibits any behavioral or performance characteristics which are determined by consensus of the Clinical Instructors of that teaching clinic to be inconsistent with its standards for behavior in clinical practicum (as presented, for example, in the clinic manual, the *Professional Protocol for Clinical Practice* in the speech-language clinic's, Clinical Skills Competency Form (CSCF) or the ASHA *Code of Ethics*, which can be found in this manual), including any threat to the welfare of the clients/patients, the student is counseled by his or her major professor, relevant Clinical Instructor, and the Director of Clinical Education. This counseling informs the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the student. The student is given specific written recommendations for remediation of all skill areas, along with a deadline by which this must be accomplished.

Clinical Practicum Experiences

Purdue University graduate students are typically required to complete observation hours prior to enrollment in clinical practicum. ASHA Standards 2005 specify that observation hours generally precede direct contact with clients/patients.

However, completion of 25 observation hours is not a prerequisite to begin direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Clinical education begins with an introductory clinical experience during the first semester of the graduate program. Clinic levels may be modified for those students who are completing pre-requisite course before entering clinic (students who do not enter the masters program with a degree in Communication Disorders). Clinical performance is evaluated with the Clinic Skills Competency Form and grades are determined in accordance with the Clinic Level (see chart).

| <u>Time line</u> | <u>AUS Clinical Course</u> | <u>Clinic Practicum</u> | <u>Semester</u> |
|-----------------------|--------------------------------|--|-----------------|
| First Fall Semester | AUS 549 (Seminar 1) | Introductory assignment | 1 |
| First Spring Semester | AUS 549 (Seminar 2) | Assignment in Purdue Clinics | 2 |
| First Summer | AUS 549 (no seminar) | Assignment in Purdue Clinics | 3 |
| Second Fall | AUS 549 (Seminar 3) | Assignment in Purdue Clinics (and/or Education Externship) | 4 |
| Second Spring | AUS 549 (Seminar 4) AUS 648 | Assignment in Purdue Clinics (and/or Education Externship 2 nd half) | 5 |
| Second Summer | AUS 649 | Healthcare Externship | 6 |

3) Remediation of identified areas of clinical skills

Students who demonstrate clinical skills below expectations for the current level will receive an opportunity to improve these skills through remediation. This remediation will include specific goals, suggested resources, and a reasonable time frame for completion. If the student clinician demonstrates skills within expected levels in the indicated time frame, their clinical practicum privileges continue.

If a student clinician does not demonstrate expected skills within the time frame provided, their clinical privileges are not continued and they are counseled by the Director of Clinical Education, in consultation with the Clinical Instructors and the Chair of the Graduate Program.

In some unusual circumstances the student's participation in clinical practicum may be immediately terminated for just cause. Upon successful completion of recommended changes by a designated deadline, the Director of Clinical Education, in consultation with the Clinical Instructors, may reinstate the student's practicum privileges.

If a student is not able to demonstrate the identified clinic skills, or learn to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student may be informed by the Director of Clinical Education that practicum privileges have been terminated, meaning that the student may not continue to participate in clinical practicum. (*Reasonable* refers to expectations based on experiences with other students in similar assignments.)

Failure to demonstrate expected skill levels, as is reflected in obtaining a grade of C or less in clinical practicum (AUS 549) for two semesters is considered to be evidence of inadequate performance and results in ineligibility to continue in practicum. In addition, the Director of Clinical Education, in consultation with the Clinical instructors, at any time that client/patient welfare is considered to be jeopardized, may terminate participation in practicum immediately.

4) Absence from scheduled practicum responsibilities

Because consistent provision of services is deemed necessary to client/patient welfare, frequent absences from practicum, whatever the cause, will be determined to be just grounds for termination from practicum.

When the student can demonstrate that the cause for such absences no longer exists and that there are no other barriers to successful participation, then readmission to practicum will be granted on a trial basis at a time considered appropriate by the Director of Clinical Education. Further absences will result in permanent loss of clinical practicum participation.

5) Dropping clinical practicum

When a student registers for clinical practicum (AUS 549, 648, 649), it is expected that the student will complete the entire semester. Clinical assignments are based upon the practicum enrollments at the beginning of the semester. Occasionally, because of unusual circumstances, a student may find it necessary to drop the practicum or reduce practicum participation after the semester has begun. When this happens, however, it becomes very difficult to reassign the clients to another clinician and the clients' progress may be impeded.

For these reasons, dropping a practicum course (or reducing practicum assignments once the semester has begun) is treated very differently from dropping a lecture or laboratory course.

The student who finds it necessary to request permission to drop or reduce practicum, regardless of the point in the semester at which the drop is requested, *should first discuss the matter with the Clinical*

Instructors responsible for the clients involved and then complete the registration Form 23 (see graduate secretary). This form must be signed by the director of Clinical Education in SLP and by the department Head before the practicum course can be dropped or the load reduced. The Department Head may discuss this matter with the graduate committee before acting on it. Failure to complete clinical practicum responsibilities for two semesters, as evidenced by twice dropping practicum after the semester has begun, is considered to be inadequate performance and results in ineligibility to continue in practicum.

Clinical practicum hours are credited only when the student has completed practicum with a grade of C or above.

6) Appeals concerning practicum privileges

As with other deviations from stated policies and procedures, decisions concerning clinical policy privileges that are not successfully resolved with the clinic directors and staff may be appealed to the Graduate Committee.

Clinical Externships

The Department of Audiology and Speech Sciences attempts to provide the M.S. student with a wide range of clinical practicum experiences in both speech-language pathology and audiology; one way this is done is to offer a program of clinical externships. A clinical externship is a full-time, off-campus practicum experience in a health-care facility, educational setting, rehabilitation center, community clinic, etc.

Complete information about externship procedures is available in the department's Healthcare Externship Handbook and the Education Externship Handbook, and students should read these handbooks during their first year in the program. The following information provides an overview of externship purposes and procedures.

The purpose of the clinical extern program is twofold:

- 1) to help graduate students further develop their clinical skills in areas of identified need;
- 2) to provide an opportunity to observe and participate in the operational and administrative functions of a program whose primary mission is the delivery of clinical services.

The Purdue University MS-SLP program requires that supervised clinical experience must be obtained in a minimum of **three different clinical settings**. The externship is a useful way to meet this requirement. The clinical extern program is flexible and is designed to meet individual student needs. To be eligible, students must be currently enrolled in the AUS graduate program and must meet the following requirements:

- 1) **Students must have completed appropriate didactic coursework in areas consonant with the clinical population of the externship setting. The department's coordinator for each extern setting is in the best position to advise students as to what is meant by "appropriate coursework" relative to a particular setting.**
- 2) Students must have a cumulative GPA in their graduate program of 3.0 or higher before beginning the externship and they must have completed three semesters of AUS 549 with no grade below a B.
- 3) Students must have satisfactorily completed at least 50 clinical clock hours in the Purdue University Audiology and Speech-Language Clinics. (An exception to this requirement may be granted for an externship at a site where a member of the AUS professional staff provides supervision.)
- 4) Students must have obtained written approval from their major professor, the Healthcare Externship Coordinator, or Education Externship Coordinator and the professional staff review team of the Purdue University speech and hearing clinics.

School externships also require that an application be submitted to the School of Education's Office of Professional Preparation (with payment of required fee) and completion of AUS 544.

5) The student is to be registered for AUS 648, or 649 while on an off-campus externship. Note that registration for AUS 649 is on a pass/ no pass basis. AUS 648 must be taken for 8 credit letter-grade hours.

Clinical externships can be arranged during the fall, spring, or summer (Modules I-III) semesters. Healthcare externships may be requested in the Lafayette area or anywhere in the country. School-clinical externships are limited to Indiana. The student receives no financial assistance from the university or the clinical program where the extern is placed.

Placement into a clinical program will not be made, unless that program can provide direct supervision by a person holding the appropriate ASHA Certificate of Clinical Competence. Appropriately supervised clinical clock hours accrued during an externship are acceptable toward meeting ASHA certification requirements. To be used for meeting ASHA requirements, externships must be coordinated through the AUS clinic (and, for speech-language credits, through the SLP external practicum coordinators), and the *Supervisor and Clinical Population Data* and *External Practicum--Summary of Client Clock Hours* forms must be placed on file with the AUS graduate secretary. At the beginning of the external practicum placement, the student should obtain the *Supervisor and Clinical Population Data* form (*SITE* form) from the Director of the Speech Clinic, complete it with the help of the external site supervisor, and have it checked by the AUS external practicum coordinator, who may want to keep a photocopy. The original and a copy is given to the graduate secretary.

More detailed instructions are on the back of this form. The student should also obtain an *External Practicum--Summary of Client Clock Hours* form from the graduate secretary. This form will also be checked by the AUS external practicum, the original and a copy is given to the graduate secretary.

Credit for external practicum cannot be counted toward certification until the *Supervisor and Clinical Population Data* and *External Practicum--Summary of Client Clock Hours* forms have been completed and filed with the graduate secretary. Extern supervisors will be provided with a Clinical Skills Competency Form (CSCF) that may be modified to reflect skills specific to the extern site. Evaluation forms for each extern experience will also be turned in to the graduate secretary and maintained in the graduate student's file.

There must be an ASHA number and a photocopy of a current ASHA membership card for each external practicum supervisor who has signed your practicum log cards. Faculty and staff may ask that you help with collecting and filing this information.

Any former AUS graduate student who left school before doing an externship and wishes to return to school to do an externship after a year or more has passed may be asked to spend a semester in the AUS clinic with a full clinical practicum load before being recommended for an externship. Externships must often be arranged well in advance. Students will be provided with information about the Healthcare and Education Externships during the first year of their program.