

MANUAL FOR GRADUATE STUDENTS
IN
SPEECH-LANGUAGE PATHOLOGY

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Prepared by the Faculty
Department of Communicative Disorders
The University of Rhode Island

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Section 1.0 Introduction

This Manual is designed to provide information essential for a student's successful completion of the graduate program. We, therefore, encourage you to read it carefully and visit the web links provided so that you are familiar with the policies and procedures of the program, as well as those of the college and the graduate school. The manual also includes information concerning procedures for achieving professional licensure and certification by ASHA and Rhode Island's State Department of Education. If you have any questions or need clarification, please contact the department's chairperson, Dr. Jean Gordon, or the graduate program coordinator (hereafter, GPC), Dr. Mikyong Kim.

In addition to meeting the competencies delineated in 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/>) as well as its revisions, all students must meet the related competencies listed in the "Essential Functions of a Speech-Language Pathology Education" document that can be found on our departmental website (<https://web.uri.edu/cmd/student-resources/graduate-students/>). We will introduce you to the "Essential Functions" document during your first orientation meeting. ***These functions will be discussed as a necessary enumeration of the program's professional doctrine that all students are expected to meet, without exception, within all academic and clinical work. Failure to do so can lead to dismissal from the graduate program.*** After you read the document carefully, you will be asked to sign an agreement each year to demonstrate recognition that these standards will govern your maintenance of good standing in the program.

1.1 Program Description

The Speech-Language-Pathology program leading to an M. S. degree is housed in the College of Health Sciences at University of Rhode Island's Kingston campus. It is a comprehensive and rigorous program that prepares students for positions in a variety of settings. Our M.S program is offered in a traditional weekday format. Among all the strengths of our program, we most pride ourselves in the individual attention we pay to our students. In our program, students have ample opportunities to learn through

hands-on learning, working closely with the faculty. For example, we run faculty-directed outreach clinical groups for individuals with aphasia, traumatic brain injury, Parkinson's Disease, Autism Spectrum Disorders, and transgender individuals. In addition, as part of URI's Academic Health Collaborative that brings together a range of disciplines including nursing, pharmacy, psychology, and more, we offer you valuable experience working in inter-professional teams to better diagnose and treat patients. Finally, our student achievement data speak for the strengths of the program. Our graduate students consistently record at-or-near 100% employment rates, and whether you want to work in an educational, clinical, or private setting, you'll be in high demand when you graduate from our program. (You can easily find our Student Achievement Data on the CMD website:

<https://web.uri.edu/cmd/academics/m-s-program/m-s-program-student-achievement-data/>).

Successful completion of the program should lead to:

- A Master of Science in Communicative Disorders from the University of Rhode Island;
- Fulfillment of academic and clinical requirements for certification from American Speech-Language Hearing Association (ASHA), not including Clinical Fellowship Year experiences;
- Fulfillment of requirements for Licensure by the State of Rhode Island; other state's licensure requirements may be found at ASHA's website, <https://www.asha.org/advocacy/state>.

1.2 Mission Statement

The combined vision and mission of the department is for CMD graduates and faculty to be prominent in advancing the health and well-being of individuals with communication disorders and their families, across their lifespan, through the integration of teaching, research, and clinical outreach.

The goals of the program are aligned with the university's own strategic plan and include (1) enhancing and increasing experiential learning opportunities for students; (2) increasing research and scholarship; (3) creating opportunities to expand international awareness and presence through experiences that enhance understanding of cultural and linguistic diversity; and (4) streamlining processes that promote institutional effectiveness such as the ability of students to earn their degrees in a time efficient manner).

1.3 Accreditation

The Master of Science (M.S.) education program in Speech-language Pathology (residential) at the University of Rhode Island is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

1.4 Student Resources

You will find helpful information in the URI Graduate Student Manual (<https://web.uri.edu/graduate-manual/>) available for review on the URI Graduate School website (<http://web.uri.edu/graduate-school/>). It covers such topics as the Academic Appeals Board, Tuition Scholarships and Other Financial Aid, policies regarding Plagiarism, the University Library, Protection of Human Subjects, and Withdrawal from Graduate Study. Relevant deadlines and information about the Graduate School's academic schedule for AY 2023-2024 can be found at: <https://web.uri.edu/graduate-school/academics/academic-calendar/>. We recommend that you "bookmark" these web pages to expedite access to this information.

You will also find information regarding the Speech-Language Pathology program and individual course descriptions in the URI Catalog on the Graduate School website and also on the CMD department website (<http://web.uri.edu/cmd/>). If you find any inconsistencies between requirements as stated in the URI Catalog and in this manual, please contact either Dr. Gordon or Dr. Kim. You should be aware, as per the Graduate School Manual: "If a change in program requirements occurs after a student has matriculated, the student may complete the requirements as specified in the catalog when he or she matriculated, or may shift entirely to the new requirements, but may not utilize a combination of both."

1.5 Location of Clinic and Student Space

The clinic and clinical faculty have offices located in Independence Square, Suite I. Most academic faculty members have offices in Suite K near the rear parking lot adjoining the building. In Suite H, directly across the hall from Suite I, there are offices of the GPC and the

undergraduate program coordinator. An additional graduate student work area and graduate student mailboxes are located in Suite H.

Suite H is made up of two rooms. One, on the right as you enter the suite, is configured as a conference room. With few exceptions, it is available to students for study and working on confidential clinic-sensitive documents and other work, and is meant for quiet study. This room also houses video monitors where students may observe live or taped sessions conducted in the clinic. Headphones must be used to preserve the quiet study area. The room on the left, as you enter the suite, is configured more like an informal living room space. The furniture can be moved to accommodate small group work. These rooms are meant for study so students should respect the needs of other students for quiet when using these two spaces. The graduate student mailboxes are located in the short hallway between the two rooms. Please check your mailboxes at least a couple of times per week for important notifications, or for returned course or clinic work that cannot be conveyed via e-mail.

1.6 Faculty Advisor Assignment and Orientation

Upon notification of admission by the Graduate School, the student should notify the Department Chairperson as soon as possible of their decision to accept or decline admission. The student will be assigned a faculty advisor and contacted by letter over the summer, or prior to the start of the spring semester, if beginning the program in the spring, with a tentative “best guess” list of courses, provided by the GPC, for the student’s first semester of graduate study. An orientation seminar is scheduled for all graduate students before the start of the fall semester, and prior to the start of the spring semester for new students only. Students are notified by email concerning the date and time of mandatory orientation sessions. Following the general orientation meeting, a student always has an opportunity to meet with their individual advisor and other faculty to discuss their schedule and make changes when these are recommended.

Section 2.0 Program Requirements

Our graduate program is for the students who earned a bachelor's degree in Communicative Disorders, or students who earned a B.S. degree in an alternative discipline but have completed CMD prerequisite courses (see below for Prerequisite requirements). Students must complete 54 semester hours, successfully complete a capstone experience (a thesis, a directed essay, or a comprehensive examination; see below for more detailed information), and complete 400 clinical hours (this includes 25 observation hours). While not a degree requirement, students are expected to take the National Praxis exam during their last semester or soon after graduation. The program typically takes 5 semesters (4 regular semesters and a summer semester) for students to complete. Beginning their second semester, students have an on-campus clinic assignment every semester, and complete their externship during their last two semesters.

2.1 Prerequisite Requirements

A student who has been accepted to URI's CMD Graduate Program, but does not have an undergraduate degree in CMD, are required to complete 19 credits of prerequisite courses for state licensure and ASHA certification. These courses could be taken at URI CMD or at an institution of the student's choice. However, the courses taken at a different institution require approval of the relevant faculty and the GPC at URI to replace any of the URI prerequisite courses. These courses should be taken before the student begins registering for graduate level courses at URI.

CMD Prerequisite Course List

Course	Semester Offered
CMD 272 Auditory and Speech Mechanisms (3 credits)	Fall
CMD 273 Phonetics (3)	Fall/Spring

CMD 276 Speech Science (3)	Spring
CMD 375 Language Development (3)	Spring
CMD 377 Functional Neuroanatomy (3)	Fall/Spring
CMD 465 Clinical Methods in Communicative Disorders (4)	Fall/Spring

2.2 ASHA Prerequisite Course Requirements

ASHA requires all certification applicants in Speech-Language Pathology to have taken prerequisite courses in the areas of biological sciences, physical sciences (physics or chemistry), statistics, and social/behavioral sciences (Standard IV-A). All courses must be completed—and passed—at the undergraduate or graduate level at an accredited institution, and must appear on your undergraduate or graduate transcripts. Classes taken at the high school level are not eligible to meet this requirement, except for advanced placement (AP) courses that appear for credit on your college/university transcript. We might ask you to submit course descriptions, syllabi, and other materials to determine that a given course fulfills the requirements. We recommend all graduate students to complete all ASHA prerequisite courses before their master’s level coursework begins or at least within the first year of their enrollment at our graduate program. You can find a more detailed description of the prerequisite courses at the following webpage (<https://www.asha.org/certification/course-content-areas-for-slp-standards/>).

2.3 Curriculum for the Speech-Language Pathology Program

2.3.1 List of Required and Elective Courses in Speech-Language Pathology

Course Number	Course Title	Required or Elective
CMD 493G	Cultural and Linguistic Diversity in CMD	R (Fall/Spring)
CMD 494	Autism and PDD	E (Spring)
CMD 495*	Snapshots of Experimental Methods in Neuroscience	E (Spring)

CMD 504	Research in CMD	R (Spring)
CMD 550 (2)	Audiology for the SLP	R (Spring)
CMD 560	Voice Disorders	R (Spring)
CMD 561	Speech Sound Disorders	R (Fall)
CMD 563*	Language Disorders in Infants and Toddlers	E (Spring)
CMD 564	Language Disorders in School-aged Children	R (Spring)
CMD 565 (1)	Pre-Practicum in Speech-Language Pathology	R (Fall/Spring)
CMD 569	Tests and Measurements in Speech-Language Pathology	R (Fall)
CMD 570 (1, 3)	Clinical Practicum in CMD	R (Fall/Spring/Summer); a total of 10 credits required
CMD 571 (2)	Medical Speech Pathology	E (Spring)
CMD 580 (2)	Augmentative and Alternative Communication	E (Fall)
CMD 581	Dysphagia	R (Fall)
CMD 582	Motor Speech Disorders	R (Spring)
CMD 583	Acquired Cognitive Disorders	R (Spring)
CMD 584	Language Disorders in Developmentally Young Children	R (Fall)
CMD 585	Language Disorders in Adults	R (Fall)
CMD 592	Disorders in Fluency	R (Fall)
CMD 594 (2)	Counseling in CMD	E (Fall)
CMD 598 (1-3) or CMD 492 (1-3)	Special Problems: Must be named for POS	E (Fall/Spring)

*CMD 495 will be offered on odd-numbered years (2025, 2027) and CMD 563 will be offered on even-numbered years (2024, 2026) .

2.4 Master of Science in Speech-Language Pathology: Thesis option

- A minimum of 54 credits required
- Required courses are: CMD 493G*, 504, 550, 560, 561, 564, 565, 569, 570, 581, 582, 583, 584, 585, and 592.
- Elective credits are selected from: CMD 492, 494, 495, 563, 571, 580, 594, and 598.

- 375 supervised clock hours of practicum, distributed across the categories of adult vs. child, speech vs. language, and assessment vs. intervention.
- **Students pursuing a thesis option** will need to register for 6 credits of CMD 599, registered under the mentor's section. For these students, the thesis meets the graduation requirement of a capstone experience. Please refer to the document linked here (https://web.uri.edu/graduate-school/files/ThesisDissertationProcessRevised_04_30_2018.pdf) to learn more detailed information about the thesis requirement.

*Students who have already taken CMD 493G as a URI undergraduate will need to take 3 additional credits of graduate level course(s) to earn 54 total credits required for graduation.

2.5 Master of Science in Speech-Language Pathology: Non-thesis Options

- A minimum of 54 credits required
- Required courses are: CMD 493G*, 504, 550, 560, 561, 564, 565, 569, 570, 581, 582, 583, 584, 585, and 592.
- Elective credits are selected from: CMD 492, 494, 495, 563, 571, 580, 594, and 598.
- 375 supervised clock hours of practicum, distributed across the categories of adult vs. child, speech vs. language, and assessment vs. intervention.
- Students choosing the non-thesis option have two different mechanisms for meeting the capstone experience requirement – the comprehensive examination or the directed essay.

2.5.1 Comprehensive Examination

The comprehensive examination in speech-language pathology takes a total of 6.5 hours of writing, and is administered twice a year, typically in November on the Friday before the Annual ASHA convention in the Fall semester, and the Friday prior to spring break in the Spring semester. Content areas include child language - young child, child language - school age child, adult language, voice, stuttering, speech sound disorders, research methods, motor speech

disorders, dysphagia, acquired cognitive disorders, and audiology. The faculty member(s) teaching the academic material in each content area will write the exam questions. A student must pass each question on the examination to pass the exam. If a student fails to pass a topic, there will be one re-examination to cover the failed area. The student will write the answers to the same question(s) of the failed topic in an in-person examination. The faculty grading the topic might seek the opinion of a second reader, another faculty with an expertise in a similar specialty area, when grading the re-examination. A re-examination is given no sooner than two weeks after the initial examination was administered, as recommended in the Graduate School manual, to provide the student with sufficient time to prepare for the re-examination (<https://web.uri.edu/graduate-manual/degree-requirements/#section7453>). The GPC sends the outcomes of the comprehensive examinations for each student to the Graduate School prior to the deadline date designated by the Graduate School each semester. Failure of the comprehensive examination may negatively affect a student's ability to graduate as planned and/or participate in the spring graduation ceremony.

The GPC will provide the specific information about the comprehensive examination including dates, times, and the overall process of the exam to students who are planning to take the exam at the start of each semester. While preparing for the exam, we encourage students to ask the GPC any questions they may have.

2.5.2 Directed Essay

An alternative to the traditional comprehensive examination experience, the purpose of the directed essay is to provide students with a capstone experience that promotes their academic development through research experience. At the same time, the directed essay is intended to provide faculty with additional support for increasing their own scholarly productivity.

The directed essay option is reserved for those students who the faculty believe would have little difficulty passing the traditional comprehensive examination, do well on the PRAXIS examination and, as such, would be good candidates for an alternative scholarly experience. Similar to the thesis option, faculty reserve the right and the responsibility to select only those

students they consider to be the strongest academically and with whom they can develop a good working relationship. The faculty as a whole makes the decisions about selecting directed essay candidates. In addition, supervising faculty members have the right to terminate a directed essay project before its completion, if it is decided that a participating student is not making satisfactory progress and is unlikely to produce a suitable product by the semester deadline. If this occurs, the student will be required to complete the comprehensive examination.

Faculty supervisors will meet with graduate students individually to develop topics of inquiry and to design experiences pertinent to exploring these topics. The purpose is to construct an individualized, scholarly capstone experience that is mutually beneficial to the student and the supervising faculty member. Because the goal is to encourage a range of different capstone experiences that simultaneously fit the academic needs of students and supervising faculty, directed essay experiences may include, but are not limited to:

1. Research projects that culminate in a written paper or publication
2. Scholarly projects that culminate in a student presentation at a local, state or national conference
3. Scholarly reviews of the literature. As part of the directed essay option, graduate students will be required to register with their research mentor for CMD 598 and successfully complete at least 3 credits of independent study tied to their specific project.

2.6 Requirements for the Accelerated Bachelor-to-Master Program in Speech-Language Pathology

URI CMD offers an option in which a student can complete their B.S., as well as an M.S. degree, in five years by carefully sequencing their coursework in a manner allowed by the Graduate School. Requirements for earning the M.S. degree through this program are the same as students in the non-accelerated track (as noted in 2.5) except that:

24 semester hours at the 500 level are taken in the senior undergraduate year to complete the

undergraduate degree (B.S.). The remaining 30 semester hours at the 500 level are completed in the first post baccalaureate year. The advisor for the ABM program will meet with the accepted students to provide guidance in terms of how to schedule courses during the senior and the first post baccalaureate years.

Section 3.0 Academic Information

3.1 Length of Program Completion

According to the Graduate Student Manual, Master's Degree requirements must be met within five calendar years after the date when the candidate is first enrolled as a graduate student at URI for full-time students; this may be extended to seven years for part-time students with special permission of the department and Dean of the Graduate School. This time period includes students taking any prerequisite course work. ALL students must be registered in the semester in which they graduate. Therefore, even if you are not registered for any course or clinic credits in the semester in which you expect to graduate, you MUST enroll in CRG 999 – Continuous Registration. There is a tuition charge for this registration. See the URI Graduate School Manual for more detailed information on this requirement:

<http://web.uri.edu/graduate-manual/registration/#section440>.

The Master of Science in speech-language pathology can be completed in two years of full-time study, including summer course work and/or practicum, for students who enter the program in the Fall semester. The two-year time frame assumes the satisfactory completion of all work including practicum, course work, and the comprehensive examination or other capstone project. Students who begin the program in the Spring semester sometimes choose to enroll for an extra summer, however, this is not required. If a student enters the program lacking prerequisite courses, one year will likely be added to the total program length, assuming Fall entry. For students completing the thesis option, program length will be somewhat less predictable. In addition, some students may decide with the assistance of their advisor to lengthen their program if they find graduate-level work more demanding than they had

anticipated or if family or work commitments make a full-time program impossible. ***Finally, it is critical that students accepted into the program recognize that admission is neither a guarantee of completion of the graduate program or doing so in the described two-year time frame.*** Furthermore, part-time students should be aware that course offerings as well as scheduling clinical practicum assignments have limited degrees of freedom. It is unlikely that a student could work full-time or even part-time and complete the M.S. degree without significant accommodations to his or her work schedule.

3.2 Transfer Credit Policy

1. Transfer credit must not exceed 20% of the total credits required for the degree program [i.e., a maximum of 11 credit hours in the Master's Degree].
2. Transfer credit must have been taken at the graduate level.
3. A passing grade is required, and credits must have been completed within the past five years.

The credits must have a clear and unquestioned relevance to the student's program of study. The Graduate School is the final arbiter of transfer credits as noted in the Graduate School Manual.

3.3 Eligibility for Commencement

Participation in URI's once-yearly graduate school commencement in May acknowledges the completion of degree requirements. To be eligible to march in a graduate commencement, students must meet requirements set forth by the graduate school. For a current listing of these requirements, please go to <http://web.uri.edu/graduate-manual/appendix-b/> . Note that these requirements are set by the Graduate School and not by CMD. As of spring 2023, students who were graduating in the summer semester (August) were able to walk in the spring (May) commencement if the comprehensive examination has been passed by the spring semester deadline and during the summer semester the student is registered for CMD 570 ONLY. As noted above, this policy is subject to change.

3.4 Academic Advising

During the summer or winter break before a student starts the graduate program, the GPC will send an advising letter to each admitted student, recommending the courses for which to register during the first semester and notifying each student of their status of ASHA prerequisite course completion. We then assign each graduate student an advisor when he or she enters the graduate program; this advisor will be the GPC for all students in 2023-2024 AY. We provide students the faculty advisor/student list at each fall orientation and following the start of the spring semester. We encourage students to meet with their advisor at least once a year to touch base and discuss their progress in the program. Students are responsible for initiating this contact. Following the meeting, the advisor will complete or update the student's advising log to document the content of advising.

3.5 Planning a Total Program and Submitting an Original Program of Study

When planning the courses and/or practicum to include in your total program of study, first consult List of Required and Elective Courses in Speech-Language Pathology. Remember that the practicum requirement for speech-language pathology is 10 credit hours of CMD 570 (practicum). Expectations for specific skill development in practicum experiences will be consistent with CFCC standards (<https://www.asha.org/certification/2020-slp-certification-standards/>). After becoming familiar with the list of required and elective courses and when they are offered, each student should then meet with the GPC to decide the appropriate Program of Study (POS) for that student. The purpose of the form is to help ensure courses and practicums are taken in logical relationship to one another and to allow students to project their activities in the graduate program in the early stages. We require that an initial POS be filed with the Graduate School no later than the end of the student's first full semester of attendance in the program, if prerequisite courses have been completed. The GPC will work with each student individually to prepare the POS document for submission to the Graduate School. We ask students to familiarize themselves with the Program of Study document available through the Graduate School (<http://web.uri.edu/graduate-school/forms/>). Note that

to access the forms on this site you will need the same login information that you use to log onto Brightspace. For students in the Accelerated B.S./M.S. program, your POS will not be submitted until you have completed your B.S. degree (i.e., typically Fall of your second year), once you have attained graduate program status. We recommend that you do **NOT** try to fill out the form yourself, but wait to be guided through the process by the GPC.

N.B.: After the original Program of Study has been approved by the Graduate School, if the student proceeds to take courses other than those specified in the approved POS, a new Program of Study form must be submitted to the Graduate School for approval during the semester of graduation. This revised Program of Study form should be discussed and completed with the help of the GPC.

This revising of the POS very frequently happens and is not a problem, unless the student does not initiate the resubmission of the new POS. Please attempt to bring any change requests for your POS to the attention of the GPC no later than February 1st, for May graduates, October 1st, for December graduates, and May 15th, for summer graduates. Ultimately the responsibility for filing an updated POS is the responsibility of the student and not the GPC's, the department chair's, or the students' advisors.

3.6 Course Planning

When planning which courses to take in any given semester, consult 3.6.2.1 Two-Year Sequence in Speech-Language Pathology. Any necessary changes in this published schedule will be announced one semester in advance whenever possible. Also note 3.6.2.1 to 3.6.2.3, as examples of specific programs of study distributed over various time periods. They are just that: examples.

3.6.1 Two-Year Course Sequence in Speech-Language Pathology

Spring 2024	Fall 2024
CMD 465 Clinical Methods in Communicative Disorders*	CMD 465 Clinical Methods in Communicative Disorders*
CMD 493G Cultural/Linguistic Diversity in Communicative Disorders	CMD 493G Cultural/Linguistic Diversity in Communicative Disorders
CMD 494 Autism & PDD	CMD 561 Speech Sound Disorders
CMD 504 Research in Communicative Disorders	CMD 565 Pre-Practicum in Speech-Language Pathology
CMD 550 Audiology for the SLP	CMD 569 Tests & Measurement in SLP
CMD 560 Voice Disorders	CMD 570 Clinical Practicum in CMD
CMD 563 Lang. Dis. In Infants and Toddler	CMD 580 Alt./Augmentative Communication
CMD 564 Lang. Dis. School-aged Children	CMD 581 Dysphagia
CMD 565 Pre-Practicum in Speech-Language Pathology	CMD 584 Lang. Dis. Dev. Young Children
CMD 570 Clinical Practicum in CMD	CMD 585 Language Disorders in Adults
CMD 571 Medical SLP	CMD 592 Disorders of Fluency
CMD 582 Motor Speech Disorders	CMD 594 Counseling in CMD
CMD 583 Acquired Cognitive Com. Disorders	

Spring 2025	Fall 2025
CMD 465 Clinical Methods in Communicative Disorders*	CMD 465 Clinical Methods in Communicative Disorders*
CMD 493G Cultural/Linguistic Diversity in Communicative Disorders	CMD 493G Cultural/Linguistic Diversity in Communicative Disorders
CMD 494 Autism & PDD	CMD 561 Speech Sound Disorders
CMD 495 Snapshots of Experimental Methods in Neuroscience	CMD 565 Pre-Practicum in Speech-Language Pathology
CMD 504 Research in Communicative Disorders	CMD 569 Tests & Measurement in SLP
CMD 550 Audiology for the SLP	CMD 570 Clinical Practicum in CMD
CMD 560 Voice Disorders	CMD 580 Alt./Augmentative Communication
CMD 564 Lang. Dis. School-aged Children	CMD 581 Dysphagia
CMD 565 Pre-Practicum in Speech-Language Pathology	CMD 584 Lang. Dis. Dev. Young Children
CMD 570 Clinical Practicum in CMD	CMD 585 Language Disorders in Adults
CMD 571 Medical SLP	CMD 592 Disorders of Fluency

CMD 582 Motor Speech Disorders	CMD 594 Counseling in CMD
CMD 583 Acquired Cognitive Com. Disorders	

*CMD 465 is not taken for graduate credit, but it, or its equivalent, is required as a prerequisite for graduate study.

Note that students are welcome to take elective courses in departments other than Communicative Disorders. For example, there are courses offered through the departments of Psychology, Human Development and Family Studies, or the School of Education that may provide a graduate student in speech-language pathology with useful information (e.g., reading, gerontology, family systems). Check with your advisor for suggestions if you are looking for an elective course outside CMD and/or if you want your choice of elective course approved for your Program of Study. If planning to take courses outside CMD, check with the instructor ahead of time to be sure that you are considering a course with graduate standing (500+) and that you have completed any pre-requisites. Only graduate-level courses will be accepted to fulfill elective credit hours.

Note: What appears below is *only* meant to be *an example* of how the 2-year program can be completed; *it is not prescriptive*. Summer courses are less predictable because typically a minimum enrollment of nine is required for the course to be offered and this could bear on the sequence you choose.

3.6.2 Sample Program Sequences

3.6.2.1 Two-Year Sequence in Speech-Language Pathology

Fall I		Spring I	
Course Number	Credits	Course Number	Credits
561	3	504	3
565	1	564	3
569*	3	570	1
584	3	582	3
585	3	493G	3

*Students beginning in the fall semester may be advised to take CMD 581 in Year 1 instead of CMD 569.

Summer	
Course Number	Course Credits
550	2
570	1

*Only one course plus clinic is permitted for a summer semester

Fall II		Spring II	
Course Number	Credits	Course Number	Credits
581*	3	560	3
592	3	583	3
570	3 & 1	570	3 & 1
Electives	Variable	Electives	Variable

* Students advised to take CMD 581 in Year 1 will take CMD 569 in Year 2.

Example Only

Note: What appears below is *only* meant to be *an example* of how the 3-year program can be completed; *it is not prescriptive*. Summer courses are less predictable because typically a minimum enrollment of nine is required for the course to be offered and this could bear on the sequence you choose.

3.6.2.2 Three-Year Sequence in Speech-Language Pathology

Fall I		Spring I	
Course Number	Credits	Course Number	Credits
561	3	504	3
584	3	564	3
585	3	582	3
		565	1

Fall II		Spring II	
Course Number	Credits	Course Number	Credits
569	3	560	3
570	1	570	3
581	3	571	2
594	1	Electives	Variable

Fall III		Spring III	
Course Number	Credits	Course Number	Credits
493G	3	550	2
570	3	570	3
592	3	583	3

Example Only

Note: What appears below is *only* meant to be *an example* of how the 4-year program can be completed; *it is not prescriptive*. Summer courses are less predictable because typically a minimum enrollment of nine is required for the course to be offered and this could bear on the sequence you choose.

3.6.2.3 Four-Year Sequence in Speech-Language Pathology

Fall I		Spring I	
Course Number	Credits	Course	Credits
561	3	504	3
584	3	564	3

Fall II		Spring II	
Course Number	Credits	Course Number	Credits
569	3	565	1
585	3	582	3
594	1	Electives	Variable

Fall III		Spring III	
Course Number	Credits	Course Number	Credits
493G	3	570	1
570	1	571	2
581	3	583	3

Fall IV		Spring IV	
Course Number	Credits	Course Number	Credits
570	3 & 1	550	2
592	3	560	3
Electives	Variable	570	3 & 1

Example Only

3.6.3 Total Program Planning Sheet

Please use the form on this page to tentatively plan your courses during your graduate study at URI. We advise you to bring this form when you meet the GPC to complete the Program of Study form.

SEMESTER	DATE	COURSE NUMBER	COURSE TITLE
I			
II			
III			
IV			
V			
VI			
VII			

3.7 Acceptable Grades

According to the Graduate School Manual, a student should earn a grade of B- or better for earning graduate credit for courses at the 400 level. A student who does not achieve this minimum grade must either retake the course and earn a B- or better in it or take in its place a course approved by the major professor or program committee. In courses numbered 500 or above, grades of C or better shall be credited toward the degree. Any such course in the Program of Study in which a student receives a grade lower than C shall be retaken or replaced by a course approved by the major professor and the program committee and by the Dean of the Graduate School. For other grade policies, please see the Graduate School Manual Section 10. Scholastic Standing (<https://web.uri.edu/graduate-manual/scholastic-standing/>).

3.8 Speech-Language Pathology Knowledge and Skills within the Curriculum and the Certification Standard

All graduate course syllabi include the learning outcomes for the course, developed using the SLP Knowledge and Skills within the Curriculum document delineated by the Council on Academic Accreditation (CAA). You will find this document on our departmental website (<https://web.uri.edu/cmd/student-resources/graduate-students/>). You should review this information throughout the graduate program using the document as well as CALIPSO™ (cf., section 3.9).

The document defines a body of clinical and academic skills required of all students in training that should be accrued beyond specific coursework delineated by ASHA. Faculty and clinic supervisors attest to the satisfactory acquisition of each skill. At the conclusion of each course and practicum experience, feedback is gathered regarding skill achievement and entered onto a master form, which can be reviewed by students and faculty. All skills noted on the document must be satisfactorily completed by the end of a student's program in order for the Clinic Director to sign ASHA certification papers.

3.9 Assessment of Student Learning and Remediation Procedures

Students have access to the SLP Knowledge and Skills within the Curriculum document on the departmental website (<https://web.uri.edu/cmd/student-resources/graduate-students/>) that lists each element of knowledge and skill that will provide you with an overview of the standards. The department uses an electronic method of maintaining information about the clinical and academic training of students. This system, CALIPSO™, allows students to monitor his or her progress toward completion of training during the graduate program. The GPC and Clinic Director are charged with keeping the information current.

Course syllabi will specify the knowledge and skills the student will have the opportunity to demonstrate within each course. Faculty will provide each student an opportunity to demonstrate knowledge or skill development (by examination, paper, presentation, project, etc.). Each course typically includes a summative assessment for the course such as a case study or case presentation. At the conclusion of each semester faculty will transmit information regarding successful skill and knowledge development for every student to the GPC and Clinic Director and this information will be entered in the student electronic form. (See 4.5 Intervention and Remediation for the policies concerning remediation process).

Faculty will review each student's progress toward completion of the CAA standards at the student review meeting held at the end of each semester. Satisfying URI requirements for graduation without the meeting of CAA standards means that a student can graduate but cannot apply to ASHA for certification or the state of Rhode Island for licensure as a speech-language pathologist.

3.10 Summative Assessment of Student Learning

CMD uses the capstone experience as a means of providing summative assessment of student learning toward the end of their graduate program. A small number of students conduct a research study by completing a thesis or a directed essay to meet this requirement. The majority of the students take the comprehensive examination which assesses their clinical

decision-making skills involving assessment and intervention in the area of 11 clinical topics (except for the Research Methods). The comprehensive examination provides an opportunity for faculty and students to objectively evaluate the students' cumulative learning in the graduate program and provide further opportunity to facilitate integration of student knowledge on these topics prior to students taking the National PRAXIS examination.

3.11 Student Support Services

URI's Disability, Access, and Inclusion Office (DAI; <https://web.uri.edu/disability/>) works with students to create inclusive and sustainable learning environments. If you have used support services in the past, please contact the DAI staff. If you are struggling with assignments despite your strong motivation and hard work, we might also refer you to the DAI. DAI staff are available to meet with current as well as prospective students. Accommodations are made on a case-by-case basis and in keeping with the requirements of the Americans with Disabilities Act. CMD can make accommodations for you after you have consulted with DAI personnel and present us with a written letter of accommodations. Therefore, it is in your best interest to talk over your academic or clinical difficulties with individuals specifically trained to determine which accommodations would be most beneficial.

According to an ASHA Leader 2021 article

(<https://leader.pubs.asha.org/doi/10.1044/leader.FMP.26052021.8/full/>), graduate students are six times more likely to experience anxiety and depression than the general population. This number is higher for females than males, according to a 2018 study published in Nature. As we all know, clinical graduate programs are rigorous and emotionally taxing. In addition, there are a host of other confusing issues students face daily in the academic as well as national discourse nowadays. URI's Counseling Center is an excellent resource for students dealing with mental health problems related to any of these issues and beyond. Please use this link (<https://web.uri.edu/counseling/>) to check out the services offered by the Counseling Service and make an appointment.

In addition, if you struggle with writing assignments, we suggest that you work with a writing tutor at the URI Graduate Writing Center (<https://web.uri.edu/graduate-writing-center/>). The Graduate Writing Center support all URI graduate students to foster continuing development of academic and professional writing skills necessary to succeed in graduate programs and academic or professional careers. You can meet with writing tutors at any point in the writing process from brainstorming to final draft.

Section 4.0 Policies

4.1 ASHA Code of Ethics

The ASHA Code of Ethics (<https://www.asha.org/code-of-ethics/>) is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. These principles will be discussed through your academic courses as well as clinical practicum. Students are responsible for understanding and adhering to these ethical standards throughout their graduate educational process. Any violation or inability to meet the spirit of this code is considered unethical and will have negative consequences on your academic as well as clinical performance evaluation.

4.2 CFCC 2020 Certification Standard

While this is not a policy, we believe this is a good place to draw your attention to the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, to familiarize yourselves with the standards that delineate the knowledge and skills you are expected to develop and demonstrate as you progress through the graduate program and eventually obtain your ASHA certificate. Here is a link to the documentation (<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>).

4.3 The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education. 20 U.S.C. § 1232g; 34 CFR Part 99.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified

in the FERPA regulations), and the right to file a complaint with the Department of Education regarding an alleged violation under FERPA or its implementing regulations.

Please use this link (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>) to read more detailed information about the eligible student's rights.

4.4 Office Hour Policy

We expect faculty to maintain weekly office hours. All faculty should hold at least 1 office hour per week (or more as needed) for the duration of the semester in which the course is being taught. If needed, office hours could be held virtually. Faculty should list their office hour information on the syllabi and publish on any relevant course platforms.

4.5 Student Review, Remediation, and Dismissal Policy

Student review will be guided by SLP Knowledge and Skills within the Curriculum document (<https://web.uri.edu/cmd/student-resources/graduate-students/>) and other data and observations provided by faculty and clinic supervisors including the "Essential Functions" document found on the CMD website at https://web.uri.edu/cmd/files/essential_functions.pdf.

4.5.1 Academic Review

Students will receive feedback concerning their performance in individual classes and from practicum supervisors in clinical settings. However, each student is also subject to team review by the graduate faculty and clinical staff at fixed periods described below.

1. Each graduate student will have his/her academic progress reviewed at the end of each semester.
2. A student may be reviewed at any time upon the request of a faculty member during a scheduled faculty meeting.

4.5.2 Clinical Review

1. Each student's progress will be reviewed at the completion of each semester's practicum.
2. Clinic supervisors' evaluations of students will be available to faculty at the conclusion of each semester.
3. Contact will be made with the clinic supervisor of each student during each external placement.
4. The clinic director and/or the student's advisor will be notified of any unresolved difficulties between the student and clinic supervisor.

4.5.3 The Remediation Procedure

1. If a student fails to develop a skill or area of knowledge that was specified as included in a given course or practicum, the course instructor or clinic director, as is appropriate, will convey this information to the student. Sometimes a course instructor or practicum supervisor may provide the student with an opportunity to demonstrate acquisition of the standard in question by re-writing an answer to an exam question, submitting an additional assignment, etc. until the instructor is satisfied that the standard has been met. The GPC will solicit information on any remediation activities used in each class and enter the information in a master chart for the semester.
2. If a student would have no opportunity to satisfactorily develop a failed skill through the remainder of a regularly scheduled program, then a remediation plan will be developed through collaboration with appropriate course instructors, clinical practicum instructors, and the clinic director. Often the plan is finalized following discussion with the faculty as a whole. The course instructor or clinic director schedules a meeting with the student at which time the student's remediation plan is explained. This remediation plan will outline the steps a student must follow to demonstrate successful completion of the standard and may include the scheduling of additional clinical practicum or coursework designed to provide the necessary learning opportunities. The department chair, the graduate program coordinator, or the clinic director (depending on the nature of the

student's difficulties) might attend the meeting as well and will monitor the implementation of the plan.

When a student has completed the remediation task, the instructor or clinic director will share the outcome with the chair and the rest of the faculty. The instructor in charge of the remediation process will place a copy of the remediation plan in the student's departmental file. The chair and the GPC are responsible for ensuring the placement of the report.

4.5.4 Recommendations in Writing to Student

Recommendations resulting from either academic or practicum reviews will be forwarded promptly in writing to the student for consideration.

4.5.5 Grounds for Dismissal in Relation to CAA Standards

1. Across two semesters (not including summer), if a student fails to meet 3-5 standards within a class or across several classes/practicum per semester, this is grounds for dismissal from the program.
2. The student will receive a letter notifying the concern from the chair following the first semester in which the student failed to meet these standards. The letter will be placed in the student's file.
3. Refer to the Graduate School Manual Section 10 Scholastic Standing for information on grade and GPA requirements for graduate students (<https://web.uri.edu/graduate-manual/scholastic-standing/>).

4.6 Student Review of Program and Feedback

Students have the opportunity to supply feedback on the program through interactions with their advisor or any other faculty member, as well as at scheduled meetings between the Department Chair and individual graduate students. In addition, a student may also share concerns with the ASHA Council on Academic Accreditation (CAA). The CAA can be contacted at

the following address: Council on Academic Accreditation c/o The American Speech-Language-Hearing Association, 2200 Research Blvd., Rockville, MD 20850-3289. The ASHA main phone number for contacting the CAA is: (301) 296-5700.

4.7 Academic and Clinical Conduct: Expectations and Violations

Students are asked to carefully read through and then sign the document titled “Essential Functions of Speech-Language Pathology Education” (https://web.uri.edu/cmd/files/essential_functions.pdf). This document spells out, as specifically as possible, what the departmental expectations are for student performance for successful completion of the M.S. program. Each student’s signed copy of the form will remain in the individual student folder during the graduate program. This document, along with the ASHA Code of Ethics and URI Graduate manual provide the expectations for student conduct during their graduate school career.

If a violation of academic and/or clinical procedures occurs, the faculty member who identified the violation will immediately contact the student. In the case of an off-campus clinical supervisor or adjunct instructor, the clinic director or department chair is notified, respectively. A meeting with the student is arranged and the specifics of the violation are explained. Depending on the magnitude of the violation, a student may be removed from a clinic placement, receive a grade adjustment, or in the most severe situations, suspension or permanent removal from the program could be the decision of the faculty. In all situations, the specific language of the Essential Functions is used to define the type and scope of the violation. In addition, the Social Media Policy (https://web.uri.edu/cmd/files/Social_Media_Policy_CMD.pdf) could be used to define the violation in some cases. Finally, the URI Graduate Manual provides students and faculty with a link to the University’s specific information about rules and regulations relevant to plagiarism and other types of academic dishonesty and violations (<https://web.uri.edu/graduate-manual/registration/#section495>).

4.7.1 Confidentiality of Clients and Professional Behavior

Because graduate students, as observers of clinical procedures and as providers of clinical services under direct supervision, are routinely involved with human subjects, certain standards of behavior and decorum are essential. For example, actual clients discussed in graduate classes or presented in video demonstrations are entitled to privacy and confidentiality beyond the instructional function and must not be discussed outside of classes or clinic settings in ways that might identify the subjects. Nor should students discuss their practicum cases with anyone other than those University officials directly concerned with the placement and management of practicum experience. With the widespread use of social media for communication among students, students need to be careful in protecting the privacy and confidentiality of the clients and their family members. CMD's policy on use of social networking and social media is found in Appendix A.

4.8 English Proficiency and Screening

The URI Graduate School requires applicants whose native language proficiency is not English to submit an official test report from the Test of English as a Foreign language (TOEFL) within the past two years. Other tests that may be accepted in place of TOEFL scores include the Duolingo English Test, the International English Language Testing System, the Pearson Test of English, and the Common European Framework of reference. The program policy is in accordance with the Graduate School policy. Please use the link below to read the specific requirements of the Graduate School (<https://web.uri.edu/graduate-school/admission/international/>).

CMD uses OPIc (Oral Proficiency Interview by Computer), a test developed by Language Testing International, to assess students' English proficiency. All new graduate students are required to take the test during the first, Fall semester of their graduate program. Students take the test via an avatar that engages in a discussion with them. Independent reviewers (hired by Language Testing International) then rate their proficiency and send the results to CMD. The test is

administered once a year in the Fall semester. If a student does not earn sufficient proficiency, faculty will discuss the case at a faculty meeting to decide what remediation is required.

The GPC will provide the student with the results and the recommendations of the faculty, if appropriate. Recommendations may include:

- a. Monitoring their voice, articulation, language, and fluency during their clinical practicum
- b. Faculty might recommend therapy for articulation, language, and/or fluency issues, including accent modification, through the URI Speech and Hearing Center

4.9 Student Access to Student Records

Graduate student files that contain academic records are housed in the departmental office. Students can request access to their student records. The support staff will give the students their files to review in the building once the student presents his or her student ID. When students are done, they return their files to the same staff, who then puts the file back.

Program graduates can have the same access to their records by submitting a written request. The request should identify the records they wish to inspect. If they are not able to come and view their files in person, an electronic copy can be made and sent to them once the department chair reviews the request and approves the request.

Student can access their clinical records such as their clock hours and evaluations, areas of need and completion, using the PIN they were given, to access CALIPSO™ at any time.

Student transcripts are readily available electronically through URI e-campus for individual students. To access graduate school forms that they have submitted, students should contact the Graduate School to gain access, once the completed form has been submitted.

While URI maintains records of transcripts, grade rosters, and grade changes as well as final graduation certification in perpetuity, CMD maintains departmental records of our students (other than those accessible through URI's e-campus system) for a period of seven years following their graduation.

4.10 Diversity and Inclusion

The Office of Community, Equity and Diversity at URI strives to create a diverse, equitable, and inclusive University in which every individual can learn, work, and thrive. The Office connects various communities and services on-campus together to offer university-wide goals and strategies for recruiting and retaining talent and transforming the culture of the institution. The program's policies and procedures are in accordance with the institution's policies and procedures. Please use the link below to find out more about the current initiatives of the office. <https://web.uri.edu/diversity/>

4.10.1 Religious Observations

No student shall be discriminated against because of religious beliefs or practices. Students who plan to be absent from classes or examinations for religious holy days that traditionally preclude secular activity shall discuss this with the appropriate instructor(s) in advance of the holy day(s). The instructor(s) shall then make one of the following options available:

3. the same quiz, test, or examination to be administered either before or after the normally scheduled time;
4. a comparable alternative quiz, test, or examination to be administered either before or after the normally scheduled time
5. an alternative weighting of the remaining evaluative components of the course which is mutually acceptable to the student and the instructor(s).

4.11 Equitable Treatment

The Department of Communicative Disorders is committed to nondiscrimination and the equitable treatment of clients and families served in our clinics, of applicants and students of our program, and of departmental faculty and staff. Specifically, the department and the university do not discriminate on the basis of sex, gender, gender identity or gender expression, marital status, sexual orientation, race, color, religion, national or ethnic origin, disability, age,

genetic information, citizenship, or status as a covered veteran in its education programs or activities. Any concerns regarding discrimination should be directed to the Clinic Director, Karen Houle (khoule@uri.edu 401-874-4741) or the Department Chair, Jean Gordon (jean.gordon@uri.edu, 401-874-2735), and/or the University of Rhode Island Office of Affirmative Action, Equal Opportunity and Diversity (401-874-2442).

4.12 Grievance Policy

While we strive to keep all aspect of students' graduate program experience educational, equitable, and encouraging, sometimes students have concerns or problems that they cannot resolve on their own. For such instances, we encourage students to reach out to the GPC or the faculty with whom they are comfortable and start a conversation. Please read the Grievance procedure documents posted on our website using this link

(https://web.uri.edu/cmd/files/CMD_grievance_procedure_grad_stud.pdf)

Section 5.0 Observation and Clinical Practicum

5.1 Transfer of Clinical Hours

Students may transfer a maximum of 50 clinical hours accumulated from an accredited **undergraduate** clinical program toward the fulfillment of the practicum requirements for their Master's Degree. ASHA stipulates at least 325 of the required 375 clinical hours must be obtained at the graduate level.

Students may transfer a maximum of 100 clinical hours accumulated from an accredited **graduate** program toward the fulfillment of the practicum requirements. Hours must have been acquired within five years of a student's transfer. Hours will be transferred on an equal basis (1:1 ratio). The transfer of hours does not change the total number of credits required for completion of the Master's degree.

5.2 Observation Hours

In addition to the 375 clinical hours mandated by ASHA, students must observe clinic for a minimum of 25 hours. Our program requires these hours be completed prior to any participation in clinical practicum. A person holding the Certificate of Clinical Competence (CCC) in Speech-Language Pathology must supervise these observations. These observations must consist only of hours in the major area of study, speech-language pathology.

Students will complete these hours as a requirement of CMD 465 (Clinical Methods in Communicative Disorders) or through an equivalent experience. These hours must be recorded by the student and signed by the supervisor ***at the time of the observation*** on forms obtained from the clinic director. If completed at another institution, verification of these hours must be provided to the Clinic Director prior to the student beginning clinical practicum.

Graduate students will gain further observation experience as part of CMD 565 (Pre-Practicum in Speech-Language Pathology). This experience is not included in the 25 observation hours obtained in conjunction with CMD 465.

5.3 Clinical Clock Hours

All Master's students must obtain a ***minimum*** of 375 clock hours of diagnostic/therapeutic experience ***in accordance with ASHA guidelines***. This experience must be with a variety of disorders in diverse clinical settings.

The departmental breakdown of the 375 hours is more specific than ASHA's recommendations. Departmental requirements are listed here, along with the ASHA recommendations for programs. Note that not all 375 hours are designated according to category; after meeting the minimum in each category, the remainder of the hours can be compiled from any combination of the categories noted.

DEPARTMENT REQUIREMENTS	ASHA REQUIREMENTS
Diagnostic: 40 Hours	
<p>This includes both children and adult.</p> <p>Minimum of 5 hours each across the variety of disorders; speech, language, voice, fluency, social aspects, cognitive aspects, hearing, swallowing/feeding, and AAC.</p>	<p>Students will be provided with clinical training opportunities sufficient to develop the skills specified in the CAA Standards.</p>
Treatment : 150 Hours	
<p>This includes both children and adult.</p> <p>Minimum of 50 hours child, 50 hours adults. Minimum of 5 hours each across the variety of disorders; speech, language, voice, fluency, social aspects, cognitive aspects, hearing, swallowing/feeding, and AAC.</p>	<p>Students will be provided with clinical training opportunities sufficient to develop the skills specified in the CAA Standards.</p>
Audiology	
<p>Students are encouraged to obtain both audiology screening (hearing evaluation) and aural rehabilitation hours (hearing treatment), at least 5 hours in adult and/or child. However, there is no specific number of hours required in either area.</p>	<p>Students will be provided with clinical training opportunities sufficient to develop the skills specified in the CAA Standards.</p>

A student's ***goal is not confined to the minimum hour requirements in each area.*** The more clinical hours obtained with a variety of clients, the better prepared they will be to meet the challenges of working in the professional field.

The minimum hour requirement may be increased at the discretion of faculty if it is felt a student requires additional hours to achieve competency prior to being awarded the degree.

Faculty/clinical staff will make the decision to increase hour requirements. This determination will be made by group consensus and the student will be notified in writing.

5.3.1 Recording of Clinical Hours

Our clinical record keeping is managed by an online system called CALIPSO™, which includes the recording of students' clinical clock hours. The clinical director will hold a meeting at the start of each semester to present more information on the procedures students will follow to access their records and enter their hours. It is the clinic director's responsibility to familiarize all students with the CALIPSO™ system and to enter them into the system.

CALIPSO™ requires a fee of \$100 per student account. This fee will be covered by the student clinical practice fee.

5.3.2 Clinical Practice Fee

Beginning with students entering the program in the fall of 2021, we have instituted a clinic fee that is to be paid in \$500 increments for each academic semester the student is enrolled in clinical practicum (CMD 570). For example, if a student begins the program in a fall semester, she/he/they will typically pay a fee in the immediately following spring semester. The fee covers expenses like the student's CALIPSO™ registration (see above), Simucase as indicated, student name tags, and so forth. It also helps cover some of the department's supervisory costs. This fee can be rolled into a student's financial aid package.

5.4 On Campus Clinic - URI Speech and Hearing Center

Each student must complete CMD 565, Pre-Practicum in Speech-Language Pathology, prior to being assigned clinic. This pre-practicum course is generally taken the semester before a student's first clinical placement.

All students are scheduled at the University Speech and Hearing Center for their first clinical placement. Departmental policy requires that each student complete their first 50 hours of clinic in the major area of study in this setting. In some instances, a student may be assigned to an off-campus placement site when he/she has completed slightly less than the 50 hours.

Likewise, it may be necessary to extend the on-campus clinic placement hours if sufficient progress is not made in the initial 50 hours. The faculty and supervisors make these decisions collectively based on a student's overall clinic performance.

Students can expect to be scheduled for in-house clinic each semester concurrent with an outside placement. It is **NOT** the case that students are required to complete **ONLY** one child and one adult on-campus clinic. Students must complete in-house clinic in each of those age groups but will have additional on-campus clinics throughout their training based on student and URI clinic needs. Students should always plan to have an on-campus assignment each semester once they begin clinic. In addition, after the first semester in clinic, students must be prepared to accept additional clients or patients after the start of the semester. That is, in keeping with the manner in which a non-university clinic operates, new clientele is added and others may be dropped from service delivery for a variety of reasons. This allows our clinic to provide the most appropriate service delivery to our clients as well as provide the most realistic training venue for our graduate students. Therefore, students who have registered for CMD 570 may, in rare instances, be expected to increase their individual caseloads during the semester.

The following points regarding clinic participation and prerequisites should be kept in mind:

1. All students participating in their first clinic must have successfully completed course work in at least one language graduate course and at least one speech graduate course.
2. Completion of the 25 minimum observation hours and completion of CMD 565 Pre-practicum course. Students participating in a diagnostic clinic must have successfully completed the course pertaining to the diagnosis of speech/language disorders (CMD 569 or its equivalent). Likewise, students must have successfully completed a course pertaining to the remediation of a particular disorder in order to engage in therapy related to that disorder.
3. Students may deliver clinical services to clients concurrent with registration in relevant academic course work only under the following conditions:
 - a) 21 graduate credit hours must have been satisfactorily completed.
 - b) Fulfillment of the in-house clinic requirement, minimally at a B level.

- c) Degree of clinical supervision must be commensurate with the student's academic background and clinical skill level.
 - d) Permission of department.
4. In unusual circumstances, if a student is expected to deliver clinical services in an area in which the student has not yet taken the specific disorders course, the supervisor will provide relevant training materials and instructions to the student prior to beginning in-house clinics (e.g., a video tutorial or PowerPoint presentation prepared by faculty).

If you have a course in child language disorders of any age group, you will be eligible to see children of various ages who demonstrate language disorders. For example, if you have the course on school-age language disorders, you MIGHT see a child who has not yet entered school. With your background in language development at the undergraduate level, coupled with a graduate course in child language disorders, it is fully expected that you would have enough knowledge to see a younger child for treatment even if you may have to gather additional resources.

In-house clinic requirements for speech-language pathology students are as follows:

1. Full time students will be expected to complete four to six hours of in-house clinic per week during their second semester of graduate study.
2. Three-year students will be expected to complete four to six hours of in-house clinic per week during their third semester of graduate study.
3. Four-year students will arrange clinic distribution with the clinic director on an individual basis.
4. Students are expected to have flexibility for these blocks of clinic time. The hours generally will be spread over portions of two days versus one full day. Students must keep this in mind when planning to register for their courses and assure that they have taken the necessary clinic prerequisites prior to this in-house clinic semester. If a student has a highly restricted set of available hours for clinic due to course

commitments, as well as work and home obligations, he/she may not be able to be scheduled for clinical practicum during that semester.

Once a student has been scheduled for clinic, he/she is responsible for completing this important commitment. Note that students are not permitted to drop clinic once the clinic assignment is made even if clinic has not yet begun. Unlike a class, practicum involves other individuals (the clients) and the commitment made by the student must be upheld.

5.4.1 Telepractice

Our program developed and began offering telepractice therapy due to the pandemic situation in 2020 - 2021. This has allowed us to train students in telepractice and has enabled us to provide services to our clients during this time. Telepractice will be continued in our program, along with face-to-face clinic, to assure the training of students in this important service delivery model.

5.5 Off Campus Placement Sites

This department's intent is to provide each student with a comprehensive clinical learning experience. To attain this goal an attempt is made to schedule each student in a minimum of two, and maximum of three, off-campus clinical placement sites during her/his graduate training, in addition to on campus placements. Diversity across sites and populations is a primary consideration in placement selection.

Students are provided with a scheduling form from the clinic director prior to the start of each semester. This form allows students to outline their class commitments and list their preferences for types of placement sites. There is no guarantee the preferred type of setting can be arranged, however, it will be an important factor taken into consideration in making the placement decision. Other factors entering into this decision include:

- a) A student's academic and clinical background (i.e., each placement site requires that students have successfully completed certain courses related to the primary disorders

seen in that facility or the types of testing conducted in that setting). Some placement sites require that student interns have completed at least one off-campus practicum prior to placement at their facility; some require that the student be in his/her final semester of graduate study.

- b) Settings and clinical populations the student has not experienced in previous internships will have higher priority.
- c) Settings most likely to ensure that the student will obtain the knowledge and skills he/she needs to fulfill CAA requirements will have greater priority.

The clinic director considers how far a student must commute to a placement site from their local residence when making the placements. However, students must realize that the above-mentioned factors for determining placements must be considered first and ***distance from home can only be a secondary factor in the decision***. Please be aware that students are placed in sites across Rhode Island, as well as in southern Massachusetts and Connecticut.

Unfortunately, student requests to remain within a specific geographical area cannot always be accommodated.

The clinic director arranges all practicum placements with the various placement agencies. Under no circumstances should a student arrange his/her own placement with an outside facility. This leads to inefficient management of the clinic and a strain on relations between the clinic and outside sources. If a student has an idea for a placement site that is not listed as being a facility for URI interns, ***including distance placements for summer practicum***, it should be suggested to the clinic director that this site be considered for future placements. We welcome these suggestions!!

Once a student is scheduled for a practicum experience, he/she may not refuse to accept that particular placement, ***nor may he/she withdraw from the internship once the semester has begun***. After a student makes a commitment to an outside facility and its patients, this commitment must be upheld.

Semester placements, both on and off campus, typically extend from the first to the last week of classes for that semester. When a student is placed in a school setting for an internship, ***the student follows the school district calendar***, taking their holidays and vacations and ***not*** those of the university. In ***medical placements students take only holidays of the facility e.g., if URI has a holiday, but it is not observed at the site where the student is placed, the student does not have that day off from his/her placement***. All students are informed of the start and end dates of the internship at the time he/she is notified of the placement. ***A student may NOT end his/her placement at any site earlier than arranged by the clinic director and site supervisor at the start of the semester or later if an extension has been approved by the site supervisor and clinic director.***

A student will spend only one semester at any placement site. This provides for increased variation in learning experiences for the student and gives more students the opportunity to obtain training at each site. The amount of time required per week varies across facilities and placements. The supervisor at the placement site determines the time commitment in conjunction with the clinic director. The average time commitment for each site is typically 3 to 4 days per week, however some medical sites require 5 days a week.

If a student is not performing satisfactorily in an internship placement, the site supervisor, in conjunction with the clinic director, has the option of terminating the student's participation at any time. This would never come as a complete surprise to any student, as meetings and conversations regarding clinical performance would necessarily precede dismissal. Students should be sure to seek periodic feedback from their clinical instructors both on and off campus if it is not readily provided.

All outside placement site supervisors receive written information regarding the courses and clinics their student intern has completed. This background is provided prior to the student's start date and allows supervisors to better structure the clinical experience at the site for the individual.

Following are potential placement sites for graduate student interns. All sites are not available every semester; participation in student training is the option of the site contact person and/or the Communicative Disorders department. Fewer off campus placement sites are available during the summer months. In-house clinic for speech is conducted during the summer on a reduced schedule. ***Out-of-state students who potentially have the opportunity to participate in a practicum experience in their home state during the summer months are encouraged to speak to the clinic director regarding arrangement of such a placement. When these placements can be secured, it is highly beneficial to the student.***

SPEECH-LANGUAGE PATHOLOGY PLACEMENTS		
PLACEMENT	POPULATION	LOCATION
Autism Care Partners	Pediatric outpatient, autism	Warwick, Cranston, RI
Bradley Hospital	Pre-school & Adolescent, ASD	Portsmouth; South Kingstown; Providence
Burrillville Schools	Elementary grades	Burrillville, RI
Central Falls Schools	Elementary grades	Central Falls, RI
Chariho Schools	Elementary grades	Charlestown-Richmond-Hope Valley, RI
Charleton Memorial Hospital	Adult language, voice, motor speech, dysphagia	Fall River, MA
Coventry Schools	Elementary grades	Coventry, RI
Cranston Schools	Elementary grades	Cranston, RI
East Greenwich Schools	Preschool – G5	East Greenwich, RI
Elderwood at Scallop Shell (SNF)	Adult language, voice, motor speech, dysphagia	Wakefield, RI
Elmhurst Extended Care Facility	Adult language, motor speech, dysphagia	Providence, RI
Exeter-W. Greenwich Schools	K – 12	Exeter-W. Greenwich, RI
Fall River Schools	Elementary grades	Fall River, MA
Fatima Hospital	Adult language, voice, motor speech, dysphagia	Providence, RI

Genesis SNF & Rehab Facilities	Adult language, voice, motor speech, dysphagia	RI, MA, CT
Groton Schools	Elementary grades	Groton, CT
Hasbro Children's Hospital	Outpatient Peds-feeding, speech, language	Providence, RI
Kent Regency (SNF)	Adult language, motor speech, dysphagia	Warwick, RI
Meeting Street Center	EI; medically involved ages 3-21; AAC	Providence, RI
Miriam Hospital	Adult language, motor speech, dysphagia	Providence, RI
Morton Hospital Medical Center	Adult language, motor speech, voice, TBI Out- pt peds-language, phonology, aural rehab	Taunton, MA
Narragansett Schools	K – 12	Narragansett, RI
Norwichtown Rehabilitation and Care (SNF)	Adult language, motor speech, dysphagia, cognitive disorders	Norwich, CT
Pathways-Trudeau Center	Autism – children to 21 yrs	Coventry & Warwick, RI
Pawtucket Schools	Elementary grades	Pawtucket, RI
Positive Synergy	Autism – child to adolescent	Seekonk, MA
Plainfield Schools	K – 12	Plainfield, CT
Providence Schools	Elementary grades	Providence, RI
Rehabilitation Hospital of RI	Adult language, motor speech, dysphagia, TBI	Woonsocket, RI

Rhode Island Hospital	Adult language, voice, motor speech, dysphagia, TBI	Providence, RI
) RiverView HealthCare Center (SNF)	Adult language, voice, motor speech, dysphagia, TBI	Coventry, RI
Sargent Rehabilitation Center	Autism, Developmental Delay,	Warwick, RI
South County Early Intervention	0 - 3 years; language	South Kingstown, RI
South Kingstown Schools	Pre-K – G3, Elementary grades, Middle School	South Kingstown, RI
South Kingstown Nursing and Rehab Center	Adult language, voice, motor speech, dysphagia, TBI in-patient	, South Kingstown ,RI
Spaulding Rehab at Kent-Adult	Adult language, voice, motor speech, dysphagia, TBI out-patient	East Greenwich, RI & Pawtucket, RI
Spaulding Rehab at Kent-Pediatric	Out-pt peds – language, phonology, autism	Pawtucket, RI
Small Steps	Pediatric outpatient, Autism, dysphagia	Providence, Warwick, RI
Steere House (SNF)	Adult language, voice, motor speech, dysphagia, TBI	Providence, RI
St. Luke’s Hospital	Adult language, voice, motor	New Bedford, MA

	speech, dysphagia, TBI	
VA Hospital	Adult language, voice, motor speech, dysphagia, TBI	Providence, RI
Vanderbilt Rehabilitation Center	Adult language, voice, motor speech, dysphagia, TBI	Newport, RI
Warwick Schools	Elementary, Middle School, High School	Warwick, RI
Westerly Schools	Elementary and Middle School	Westerly, RI
Westerly Hospital	Adult Neurological disorders, Dysphagia	Westerly, RI
Wolf School	K-8 th grade, Private school for complex, neurodiverse learners	
Woonsocket Schools	Elementary grades	Woonsocket, RI
Zambarano/ ESH Hospital	Adult language, voice, motor speech, dysphagia, TBI	Pascoag, RI & Cranston Campus

5.6 Policy on Clinical Responsibilities

5.6.1 Ethical Responsibility/HIPAA

Information regarding clients must be held in strict confidence. Cases may be discussed with supervisors, faculty and other student clinicians within the clinic; however, clients are not to be discussed with friends, roommates, or other persons outside the clinic. Do not talk about clients in the waiting room, observation rooms or hallways, or in any other area where individuals not entitled to the information might overhear your conversation.

All practicum students are expected to perform according to the standards, practices and guidelines established by ASHA as described in the Code of Ethics. A link to the Code of Ethics is provided in Section 4.1 of this manual; students are advised to become familiar with this document.

The URI Speech and Hearing Clinic follows the requirements set forth by the Health Insurance Portability and Accountability Act, HIPAA. This federal mandate provides clients with protection of their medical information assuring confidentiality of all medical records. Upon their initial visit to the clinic, clients are provided with information about this privacy act, the clinic policies and procedures regarding this act, and are informed as to how they can get access to the Notice of Privacy Practices.

All students are required to get a background check (BCI) prior to starting their first in-house clinic. Sometimes students need a second BCI when they go to off-campus placements, as some facilities require the check to be within 6 months of starting that clinical rotation. Most sites in RI where we send students require the BCI be done at the Attorney General Office in Cranston, RI, however some sites only accept BCIs that are completed through their facility as part of their clinical requirements for students. If students need an additional BCI for any placement, the clinic director will notify them.

5.6.2 Professional Responsibilities

All students participating in clinical activities are expected to present a **professional appearance**. Style of dress should reflect the role of a professional. For example, blue jeans, leggings, shorts, short skirts, and midriff or low-cut tops are **not** considered appropriate clinical dress. No facial jewelry can be worn during clinic (in on-campus or off-campus placements). No visible tattoos are acceptable. In addition, all student clinicians must wear the URI CMD Speech Clinic issued name tag during **all** inhouse clinic and /or external clinic activities. If the external site requires a special name tag/badge then that will be worn at all times on site. The department will purchase these through the clinical practice fee paid by the student. Observation students should also dress in a manner that suggests professionalism to the clients. However, observation students will not be required to wear name tags.

Promptness is a professional courtesy all student clinicians must extend to clients. Clinicians must arrive at the clinic with enough time before their scheduled appointments to check equipment, set up rooms, speak with supervisors, etc. All clinic students are **required** to arrive at the clinic, or be logged onto their telepractice Zoom link, at least **one-half hour before** their scheduled clinic – earlier if requested by the supervisor. This should enable all clinicians to see their clients at the scheduled time. Clients are not to sit in the waiting area while the clinician sets up for the appointment; the clinician **MUST** be ready.

5.6.3 Policy Regarding Unprofessional Clinic Behavior

A student will be assigned to an on-campus or off-campus clinic once the faculty believes they have the prerequisite competencies to succeed in the practicum placement setting given appropriate and typical supports through clinical instruction. The decision to assign a student is comprehensive and collaborative. Faculty members consider the information and experiences a student has gained through completed course work and their knowledge of individual student readiness. Our faculty's vast clinical and teaching experience is illustrated by a track record of substantial success supporting students in their development of pre- professional clinical competencies. However, despite these factors, a student may occasionally find themselves unable or unwilling to carry out the basic professional requirements of a clinic assignment.

The faculty fully expects students will grow in their clinical expertise as they progress through the clinical program. It is our job and responsibility to work with all students' unique abilities in the acquisition of their clinical competencies. However, there is no tolerance for students exhibiting unprofessional behaviors at any time during clinic. These unprofessional behaviors may include but are not limited to:

- 1) Inadequately preparing for each therapy session.
- 2) Inconsistently completing paperwork in a timely fashion.
- 3) Failure to demonstrate that he or she is incorporating feedback from the clinical instructor(s).
- 4) Failure to provide the client or clients with a positive clinical experience.
- 5) Unprofessional behaviors in front of clients; i.e. discussing personal topics with supervisor.

When a clinical instructor is concerned a student is not meeting the basic requirements of the practicum assignment, he or she will arrange a meeting with the student to convey this concern as soon as possible. The specific problems will be delineated in written form and the specific means for rectifying the concerns will also be delineated. If there is insufficient change in the student's performance during the following week, the clinic director will be alerted that the student's ability to complete the clinical assignment is in question and the clinic director will meet with the student to discuss the concerns and reiterate that the student is in jeopardy of being removed from the practicum. From that point forward, the student will have two weeks to satisfactorily address the deficiencies identified. The clinic director will also observe the student's practicum during this time. If, following the additional two weeks, the student has not met the basic professional performance criteria for remaining in the practicum (Please refer to the "Essential Functions" in section 4.7 of this manual or the department website https://web.uri.edu/cmd/files/essential_functions.pdf), he/she will be notified that their practicum assignment has been terminated. Another student registered for practicum will be assigned the clients involved. Note that the student who is removed from a clinical placement will receive a failing grade for that portion of CMD 570 registration and none of the contact

hours accrued during that assignment will count toward the student's clock hour total required for graduation and ASHA certification.

At the URI Speech and Hearing Center, the needs of our clients are of paramount concern of the faculty as per the ASHA Code of Ethics (See section 4.1 in this manual). Thus, unprofessional service delivery will not be tolerated and must be remediated. Persistence in provision of unprofessional service delivery to clients is a violation of the ASHA Code of Ethics.

5.7 Clinical Registration and Scheduling Procedures

5.7.1 Clinic Schedule

The clinic director is responsible for scheduling all clients in the Speech and Hearing Center, entering their information into Counsel Ear, and coordinating the schedules of clients, students, and supervisors.

Students complete a clinic request form each semester. Every reasonable effort is made to accommodate students and provide them with the type of clinical experience they need. If a student does not submit his/her request form prior to the stated deadline for a semester, he/she might not be scheduled for clinic that semester.

In the fall semester, students will be informed of their clinic schedules by the end of July or early August whenever possible. In the spring semester, this information will be provided prior to December intersession in most cases. Clinics are held through the final week of classes. Students are notified of the end date when they receive their placement.

Students completing a summer clinic will be notified of their placements by early May whenever possible. Some in-house clinics extend across summer sessions I and II; other clinic sessions run through August. Off-campus placements generally extend across the summer until the end of July or later.

5.7.2 Clinic Registration

Students will register for 10 credits of CMD 570 spaced across several semesters. The method for registering for CMD 570 is as follows:

- CMD 570 section 0001 (3 credits) for most off-campus placements.
- CMD 570 sections 0002 – 0005 (1 credit each) for each in-house clinic.

All clinic registration requires a **permission number** from the clinic director. This provides assurance that you will be registered in the correct section(s) of clinic. Students are issued their permission numbers before/when they receive their clinical assignments

5.7.3 Absences - Client/Clinician

The clinician's supervisor, the clinic director or the clinic coordinator will notify a student if a client cancels his/her appointment. If the cancellation is for a diagnostic appointment, the client will be re-scheduled, if possible, by the clinic director. If a therapy client cancels a session, the student clinician is not required or expected to make up the session. If a therapy client has frequent absences, we have the option of discontinuing his/her therapy. Students should inform the clinic director if excessive absences occur with any client. The clinic director and supervisor will determine if dismissal action is warranted. Clients are advised of the consequences of frequent absences through a form that they sign when they are first seen at this center.

Students are responsible for providing advanced notification to their supervisor if they are unable to meet with a client at the scheduled appointment time (e.g., due to accident, illness, etc.). It is the supervisor's decision as to whether the student should re-schedule the session, find a replacement or the supervisor may conduct the session. Student clinicians must notify their supervisors before canceling any scheduled appointment. **NO** clients are to be canceled without the consent of the supervisor. Notification to the supervisor must be done with sufficient time for the supervisor to be able to exercise the option of cancellation. If a therapy session is canceled due to **student** absence, the student must schedule a make-up session. Since the client pays for a certain number of sessions, any cancellations on the part of the clinic

must be re-scheduled. The exception to this would be clinic closing due to weather conditions (e.g., snow storms, hurricanes, etc.). The clients should be made aware that if the university closes due to severe weather, clinic appointments are automatically canceled. Students are not obligated to re-schedule these sessions.

5.8 Policy Concerning Therapy Materials

5.8.1 Testing, Therapy and Observation Rooms

Eating and drinking are not allowed **ANYWHERE** in the clinic area, unless approved by clinical supervisor for use in tx/dx sessions. Care should be taken to maintain the condition of clinic rooms. This includes keeping painted walls and furnishings clean and in good repair, along with ***cleaning up rooms at the end of sessions and returning the furniture arrangement to the way you found it.*** There is cleaner available to students in the treatment room cabinets or from their supervisors to disinfect tables, toys, and observation windows at the end of every session. This must be completed as part of ***infection prevention.*** It is important that students do this ***at the end of every session!*** Students should also be cognizant of the condition of the observation rooms. If you see a sibling of a client eating food in the observation room, please direct the family to the cafeteria.

5.8.2 Diagnostic and Therapy Materials

Diagnostic and therapy materials are available for student use within the clinic. Materials will be available to students on a check out basis. The clinic graduate assistants are responsible for operation of the Materials Room. A schedule will be posted at the start of clinic each semester outlining Material Room hours. If the room is not open when a student needs materials, their supervisor may assist in material check out. Students ***must sign out and sign back in*** any tests or materials that they use. Any student who feels that there is inadequate access to materials should bring this to the attention of the clinic director, however, it is generally the case that the room is open for a part of every day and students must avail themselves of these times.

No students will be given the keys to the material cabinets; this is a precaution to mitigate the cost of missing items. Students will be held accountable for any materials they check out and will be responsible for replacement of any items damaged or not returned to the clinic.

Materials may not be removed from the building for any reason. All materials, both diagnostic and treatment, must be returned to the cabinets immediately after use.

Please respect the Materials Room area and put things away where you found them. The clinic director and her graduate assistants have been fighting a losing battle in trying to keep the room neat and safe. It is not safe to have materials thrown all over the floor where people can trip on them. It is not fair to your fellow colleagues to put things back in a place they do not belong. Please respect the room and others' needs for the materials.

Materials from this room are for clinic use only; if students need to review/use clinical materials for a class project, they must obtain the items from the course instructor.

Students are encouraged to begin their own files of materials when they start their clinical training. Student materials can supplement departmental materials. Do not leave any clinic materials, your own or clinic property, in the treatment room cabinets. Student materials left behind will be discarded.

5.8.3 Laptops

All students are expected to record each clinical session they conduct. This must be done on the clinic laptops that are housed in a locked charging station. Clinic laptops can be accessed through your supervisor, the clinical director, the director's graduate assistants, or clinic coordinator. Students **cannot** bring their own laptops, iPads or any recording device into a clinic session. No recordings can be made on a personal device per HIPAA regulations. That is an ethical violation of client confidentiality. Sessions are also recorded on the clinic recording system and can be viewed on the monitors in Suite H.

Students may need to access their recordings for data collection and/or other purposes.

Laptops can only be accessed when the clinic is open. The clinic is open late (until at least 8:00

pm) several nights a week. When the laptops are not available, students can access their videos on the Suite H monitors. Suite H is open very late at night. The monitors cannot be accessed on the weekends as Independence Square is closed.

5.9 Documentation at the URI Speech and Hearing Center

5.9.1 Client Files

Students can locate files for therapy clients in the copy room in the Speech and Hearing Center in Independence Square, Suite I. Clinical supervisors have access to our Electronic Medical Record System, Counsel Ear, and can be accessed upon request. ***Under no circumstances are any files to be removed from the building, nor are any students allowed to make copies OR TAKE PICTURES of any reports.*** This rule is strictly enforced to avoid lost or missing files and the unintended sharing of clients' personal information, which would be an ethical violation as a breach of confidentiality. Removing or copying client files is a violation of the HIPAA federal privacy act. Note that files may be read in Suite H, the graduate student study area. Students will be trained on the Counsel Ear system when they are in clinic or before if they need access for any reason.

There is a check out system for the paper client files. When anyone removes a client file from a file drawer, he/she needs to fill out a check out slip (located on top of the file cabinet) and insert this in place of the borrowed file until the file is returned. This system should always be used.

5.9.2 Release Forms

We are required by law to have signed release forms before we can send out any information on clients. If we do not have these signed forms in a client's file, we may not send copies of the client's reports to anyone, even if the client has verbally requested that we do so. Please be sure that for any diagnostic clients, you have these forms signed when you see the client if any copies of reports are to be sent. Clinicians of on-going therapy clients are advised to check their clients' files at the start of the semester for signed release forms to avoid the inadvertent

release of reports without permission. Students also must have a general permission form signed by a client or parent at the start of treatment to cover videotaping of a session, observers, etc. These forms can be obtained from the clinic director or her graduate assistants if there is not one already in the client's file. Clients must also sign that they have received a copy of our Protected Health Information (PHI) form, which informs them of the HIPAA privacy policy, when they first begin services at the clinic. All forms mentioned here will be available in Counsel Ear if the client's file has been entered into the system.

5.9.3 Client Reports

Students involved in the assessment of clients are responsible for writing a diagnostic report for each individual. Diagnostic reports must be submitted to the supervisor or entered into Counsel Ear within three weeks of the client's appointment. Students are responsible for writing progress reports on each therapy client. These reports must be submitted to the supervisor or entered into Counsel Ear one week after the conclusion of therapy for the semester.

For clients who have paper files supervisors and students exchange client reports electronically. This is an accepted policy, however, be aware that HIPAA regulations state that no identifying information can be contained in any report transmitted electronically. Therefore, supervisors must fill in all identifying client information in the final draft of the report and print it for copying.

If a client's information has been entered into the EMR system, then all reports are completed and submitted through Counsel Ear.

5.9.4 Clinic Fees for Clients

The Speech and Hearing Center charges fees for services rendered. The supervisor is responsible for collecting this fee and providing it to the Billing clerk. Clinic director will determine if fees need to be modified or waived.

5.9.5 Client Parking

Clients are advised to park in the Independence Square parking lot; there are visitor and handicapped accessible spots in either the front or back parking lot.

NO STUDENTS are allowed to park in the Independence Square lot before 5:00 pm, whether they are here for classes or for clinic. These lots are patrolled by URI parking services and all students will be ticketed and/or towed. Students must park in one of the commuter lots on campus. Students should buy a commuter parking pass at the start of the academic year. Students are only allowed to park in the Independence Square lot **AFTER 5:00 pm**.

5.10 Clinical Evaluation and Observation

5.10.1 Student Observers

Students who must fulfill their 25 hours of observation experience, but who are not enrolled in CMD 465 will be scheduled for these sessions by the clinic director. Students are expected to adhere to these schedules and may only change their observation times with permission of the supervisors involved **and** the clinic director. All student observers will observe sessions from the monitors in Suite H.

5.10.2 Student Evaluations

Every student will receive an evaluation from each of their supervisors (in-house and off-campus) electronically through the CALIPSO system at the mid-point and end of each semester of clinical practicum. The mid-semester evaluation will be reviewed with the student to identify areas of strength and weakness and specify clinical skill development goals for the remainder of the semester. A final evaluation will be submitted by the supervisor at the end of the semester. The student's final evaluation will also be reviewed with the student after written reports are completed for the URI in-house clinic and before the last day of the clinical assignment for off-campus placements. A numerical score is calculated in CALIPSO based on the supervisors' ratings. The Clinic Director will assign a final grade for CMD 570, Clinical Practicum, in e-campus based on a weighted average from all clinical assignments completed by

the student during the semester. Students also complete supervisor evaluations each semester. These evaluations are due one week prior to the last day of clinic for in-house and off-campus placements.

A student must demonstrate clinical competence for all clinical hours required for the degree. ***For all students in the graduate program***, any hours graded at a level below a "C" are unsatisfactory and considered a failing grade. These clinical hours will ***not*** be counted toward any total hour requirement. However, the ***grade*** for each clinic ***will*** be counted and entered into a student's academic record in accordance with university policy. Therefore, grades for all clinics will be recorded on a student's transcript.

If any student is having undue difficulty in clinic and receives a grade of C or below, it is the option of the faculty to have the student repeat that type of clinic or to remove the student from clinic until it is determined that future clinics may be successful. In some cases, it is the responsibility of the faculty to counsel the student regarding the feasibility of his/her success in the program and the wisdom of continuation. The department does not take this action lightly. It would only occur when sufficient clinical data, with reference to the CAA standards and the "Essential Functions" document, has been collected and indicate the probability that the student would be unsuccessful as a clinician even given maximum supervisory support. The student must remember that supervisors have an allotted amount of time that they can devote to any one student in clinic, as they have several students to teach and support in any clinic. Students should note that the faculty has had many years of teaching experience, as well as professional clinical experience, and has expertise in recognizing when students are unlikely to achieve clinical competence within the confines of a graduate clinical training program.

5.10.2.1 Re-entry into Clinical Practicum Following a Failing Grade

If a student has failed a clinic placement due to weak performance or has been removed early from a placement because of failure to meet basic professional requirements, the student will return to the clinic only at the recommendation of the faculty. A student's failure in a clinic indicates that there is a significant difference between the student's ability to adequately

perform in the placement and expectations for that student. These differences may reflect any or all of the following:

- A lack of knowledge about the disorder area(s) represented by the clients assigned.
- A lack of professional demeanor.
- An inability to complete clinical preparation requirements in a timely and adequate manner.
- An inability to make adequate progress in developing clinical independence by the end of the semester.

The process of re-entering the clinic will depend on the individual students' reasons for their difficulties. Thus, the recommendation for one student may include, but is not limited to, repeating a clinic, repeating course work related to the failed clinic or completing supplementary course work, spending another semester in guided clinical observation, or completing a series of virtual clinical cases while working under a faculty member. No clock hours would be earned for these virtual case studies.

5.10.3 Supervisor Evaluations

Students must complete a supervisor evaluation form within the CALIPSO™ system at the close of each semester of clinic. Completion of this form is a mandatory part of students' end of semester requirements. The clinic director will not post a student's evaluation by their supervisor unless students complete the supervisor evaluation. The supervisor evaluation is not anonymous to the clinic director but will be anonymous when/if sent on to the supervisor.

The completed forms are never distributed to in-house supervisors for their review until AFTER students' grades have been submitted. The completed evaluations are not reviewed directly by off-campus supervisors when only one student was at a placement site due to loss of anonymity. However, these supervisors are provided with general feedback from the clinic director covering several semesters based on evaluative comments. It is important that students complete and submit these evaluations so that supervisors obtain feedback.

Section 6.0 Certification and Licensure

6.1 State Department of Education Certification

All students completing the Master's Degree in speech-language pathology at the University of Rhode Island are automatically eligible for certification by the Rhode Island Department of Education. This certification is required for a position within the public schools of Rhode Island. Upon completion of their graduate program students can access the teacher certification application by going to the State Department of Education online at www.ride.ri.gov.

6.11 Teacher Certification in Other States

Those seeking teacher certification or credentials for states other than Rhode Island should contact the appropriate state educational agencies for regulations and protocols.

6.2 R.I. Provisional Licensure by the State Department of Professional Regulations

Rhode Island law mandates provisional licensure for Clinical Fellows (CFs) in this state. No graduate can work in any setting in Rhode Island other than a school system without this provisional license. The provisional license application can be obtained online from the Department of Health at <https://health.ri.gov/licenses/detail.php?id=246>.

In addition to your completed application, you will need to provide:

- a) Graduate transcript from ASHA accredited college/university, which includes the degree granted and date awarded; (must be sent directly from the university to the Dept. of Health)
- b) Documentation of your clock hours sent directly to the Dept. of Health from an ASHA accredited institution
- c) Praxis score sent directly to the Dept. of Health from the ETS
- d) Recent passport type photograph (2" X 2" head and shoulder view)

e) Application fee

6.3 R.I. Licensure by the State Department of Professional Regulations

Individuals who intend to deliver clinical services as speech-language pathologists outside of the public schools in the State of Rhode Island must seek licensure by the State Department of Health, Division of Professional Regulation. Individuals who have completed all or part of their CF in Rhode Island will already have provisional licensure and need only submit with their application written verification directly from ASHA of the awarding of their CCC. Individuals who completed their CF outside Rhode Island and who have received ASHA certification are granted licensure subsequent to verification of academic background, ASHA certification status, recent passport type photograph (2" X 2" head and shoulder view) and submission of the application fee. Details can be found on the Department of Health website at <https://health.ri.gov/licenses/detail.php?id=246> .

6.4 Certificate of Clinical Competence by the American Speech-Language-Hearing Association

Each potential graduate of the URI Master's Degree program in speech-language pathology is urged to apply for the CCC from ASHA. This nationally recognized credential is often the basis for state licensure (see 6.2 & 6.3 above), employment in most clinical settings, reciprocal recognition of professional competence among states as well as among allied health disciplines, and a prerequisite to private practice and supervision. For general information about earning certification, see: <http://www.asha.org/certification/AboutCertificationGenInfo/>.

6.41 The ASHA National Examination in Speech-Language Pathology

In order to achieve certification, it is necessary to complete a satisfactory training program at the graduate level, fulfill the Clinical Fellowship Year (CF) requirements and pass the National Examination (Praxis Exam) in speech-language pathology. Students do not have to wait until they have received their degree to take this exam, however, one would want to be close to completion of course work before taking it. Since results of the Praxis are required for

provisional licensure in Rhode Island (and many other states), a student might consider taking the exam during her last semester versus after graduation. The ASHA website provides information on materials that aid in preparation for the exam:

<http://www.asha.org/certification/praxis/> . The clinic director has a copy of a study guide for the examination, as well as 3 practice tests on a CD. Any student studying for the exam is welcome to check these resources out from her.

6.2.1 6.42 Clinical Fellowship (CF) in Speech-Language Pathology

Satisfactory completion of the Clinical Fellowship Year following the student's attainment of the master's degree is an important component of the certification process. The Department of Communicative Disorders will do all it can to assist its graduates in arranging CF placements if needed. For detailed information concerning the CF experience see the ASHA website:

<https://www.asha.org/certification/clinical-fellowship/> .

Section 7.0 Professional Organization and Other Matters

Students who just attend classes and participate in clinical practicums will be missing an important part of the graduate experience: Joining with like-minded groups in the pursuit of mutual interests and goals. Many fine organizations are available to graduate students.

7.1 The University of Rhode Island Student Speech-Language-Hearing Association

URI has a local chapter of the National Student Speech-Language-Hearing Association (<https://www.nsslha.org/>) on campus. Membership is open to both undergraduate and graduate CMD students with officers elected from the membership annually. Annual dues are reasonable and are payable in the fall. URISLHA plans meetings with programs of professional interest, participates in health fairs and recruiting programs, and sponsors student social gatherings.

Dr. Bethany Milner is the current URISLHA chapter advisor. You can learn more about the schedule for upcoming URISLHA meetings on the department's website:

<http://web.uri.edu/cmd/> .

7.2 National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association is an organization sponsored by ASHA and is open to all graduate students in CMD as well as undergraduates who may be interested. The annual membership fee entitles one to the ASHA professional journals (e.g., AJSLP, JSHR, The Asha Leader, NSSLHA Journal, etc.); provides special discounts at national conventions, and helps build up very important credits towards eventual certification fees and new membership charges when the student graduates from the degree program at URI. It pays to have been a NSSLHA member!

For information about renewing NSSLHA membership or joining for the first time, ask the URISLHA faculty advisor, Dr. Bethany Milner or visit the NSSLHA website:

<https://www.nsslha.org/> .

7.3 Rhode Island Speech-Language-Hearing Association

The Rhode Island Speech-Language-Hearing Association (RISHA) is the professional state organization serving speech-language pathologists and audiologists who work and/or live in Rhode Island. It is affiliated with the American Speech-Language-Hearing Association (ASHA) and provides regular meetings and an annual one or two day conference, usually with noted authorities on key topics of clinical interest. RISHA also generally awards a student scholarship each year to a graduate student at the University of Rhode Island. Student membership in RISHA is a very attractive offering. Rates are far below those for regular professional membership. For information concerning the next RISHA meeting and student membership fees, go to the RISHA website: <http://risha.info/> .

APPENDIX A

Policy on Use of Social Networking & Social Media

It has become common for people to have a significant presence on or usage of electronic social media (e.g., Facebook, Twitter, Tumblr, personal webpages, YouTube, Instagram, etc.). The purpose of this policy is to provide some guidelines about any public representation of you or the URI Communicative Disorders program in social media. Although this policy applies to current common and popular forms of social media, nothing here is intended to limit it to only these public presentations.

1. If your social media posts do not include any mention or indication of the fact that you are a student (undergraduate or graduate) in the URI Communicative Disorders program, you can represent yourself as you wish in the public domain. Increasingly, universities, internship sites, and even clients are seeking out information about people through the web and social media before they make offers to interview individuals for purposes of employment, to accept students in clinical externship positions, or even clients deciding to see someone for clinical purposes. For your own potential future, we would advise that before you put anything up on the web as representing yourself, you seriously consider how that material may be viewed by future employers, internship sites, or clients.
2. Decisions to connect socially with former or current clients online should keep professional boundaries very clear. Under no circumstances should you “friend” a former or current client on social networking sites, or otherwise accept or solicit personal connections with former or current clients online. Your relationships with former and current clients must remain strictly professional.
3. Under no circumstances should you discuss client cases or share client identifying information in emails, list serves, websites, web groups, or blogs; include any information that could lead to the identification of a client; or compromise client confidentiality in any way. Even if you think you have de-identified client information,

consider how such communication could be viewed if seen by the client, or someone who knows the client. You are not in control of this information once it is released to the hundreds or thousands of people on a listserv or web group discussion board, or on a website that will “live” electronically online for years.

If your social media posts DO identify you as a speech-language pathology graduate student, or as affiliated with the URI speech-language pathology graduate program, then the URI Department of Communicative Disorders does indeed have some responsibility for how you (or it) is portrayed. Your social media posts must meet all legal and ethical guidelines from the American Speech-Language-Hearing Association (e.g., you cannot represent yourself as a “speech-language pathologist”) (see: <https://www.asha.org/Code-of-Ethics/> for additional information). Additionally, your posts must be professional in their content and must not contain objectionable material. We will not actively search out URI Communicative Disorders students’ social media posts. However, if we become aware of posts that identify you as a speech-language pathology student, or as a student in the program and these post(s) are considered by the program faculty to be unethical, illegal, or to contain objectionable material, we will ask you to modify or remove the problem material. Should you choose not to modify or remove the material, the Chair of the Department of Communicative Disorders in consultation with department faculty will follow the existing university procedures for dealing with student misconduct and/or unethical behavior.