

***Clinical Education Handbook***

***&***

***Speech-Language-Hearing Clinic Manual***

***2024 – 2025***

Northern Arizona University

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#### **CLINICAL EDUCATION IN SPEECH-LANGUAGE PATHOLOGY**

The purpose of this manual is to provide an overview of NAU’s Clinical Speech-Language Pathology Master’s Program’s clinical education practica and to provide policies and procedures for the NAU Speech-Language Hearing Clinic (SLHC).

Students enrolled in the CSD Clinical Speech-Language Pathology Master’s Program must complete a program of study that includes academic coursework and supervised clinical experience. Clinical practica prepare graduate speech language pathology students to work with clients with a variety of communication and swallowing disorders and differences in various settings through clinical experiences. Graduate students will obtain knowledge and skills in the areas of evaluation planning, administration of formal and informal evaluation protocols, accurate analysis and interpretation of assessment results, treatment planning and execution of treatment programs, use of evidence-based practices and research to justify treatment decisions, and completion of comprehensive evaluation reports, clinical SOAP notes, and progress reports.

##### CORE FUNCTIONS FOR THE SLP GRADUATE STUDENT

The Graduate Program in Clinical Speech-Language Pathology makes every effort to enroll and prepare students to become competent speech-language pathologists. The program requires rigorous academic training and intense clinical preparation. To acquire the knowledge and skills necessary to practice speech-language pathology, students are expected to employ core functions in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice.

According to CAPCSD (2023), “‘Core Functions’” refer to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.”

**COMMUNICATION**

* Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
* Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

**MOTOR**

* Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
* Respond in a manner that ensures the safety of clients and others

**SENSORY**

* Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
* Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
* Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

**INTELLECTUAL/COGNITIVE**

* Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
* Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
* Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
* Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

**INTERPERSONAL**

* Display compassion, respect, and concern for others during all academic and clinical interactions
* Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
* Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

**CULTURAL RESPONSIVENESS**

* Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
* Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

Please use this link to review the full document, [A Guide for Future Practitioners of Audiology and Speech-Language Pathology: Core Functions](https://growthzonecmsprodeastus.azureedge.net/sites/1782/2023/04/Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf)

Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2023) *A guide for future practitioners in audiology and speech language pathology: core functions.* <https://growthzonecmsprodeastus.azureedge.net/sites/1782/2023/04/Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf>

##### BEFORE YOU START CLINIC REQUIREMENTS AND PROCEDURES

Your clinical training will involve multiple forms and procedures that are outlined in this manual. Prior to beginning clinic, there are several compliance items that must be completed. Verification of these items must be uploaded into Exxat and approved by the Exxat Approve team. The compliance items (outlined below) include various trainings, immunizations, liability insurance,and forms. Please note that many medical rotations include additional compliance items and procedures for placements. An email will be sent out from the CSD office when the compliance requirements are open in Exxat with a submission deadline.

* 25 Observation hours
* Complete [Bloodborne Pathogen Training:](https://in.nau.edu/environmental-health-and-safety/safety-programs/biological-safety/)
* Complete [HIPAA Training](https://in.nau.edu/its/hipaa/)
* Basic Life Support Training (CSD typically offers a course the beginning of the Fall semester)
* Interprofessional Practice Education Training (offered in the fall or online through Canvas)
* [Arizona IVP Fingerprint Clearance Card](https://nau.edu/pep/identity-verified-prints-fingerprint-clearance-card-application/)
* Fingerprint Verification
* Liability Insurance <https://www.hpso.com/>
* TB Test
* TDAP
* Hep B Vaccination (3 shots) or Titer Test
* MMR Vaccination (2 shots) or Titer Test
* Varicella Vaccination (2 shots) or Titer test or Proof of Chickenpox
* COVID Vaccination (optional)
* COVID Disclosure Form

The **Bloodborne Pathogen Training** is completed online through NAU’s Environmental Health and Safety Department. This training is completed annually. <https://in.nau.edu/environmental-health-and-safety/safety-programs/biological-safety/>

**HIPAA Training** is completed online through NAU’s Informational Technology Services. This training is completed annually. <https://in.nau.edu/its/hipaa/>

Required forms can be found on our website or in the shared CSD Google Drive. <https://nau.edu/csd/forms/>

**Name Badge**

Clinicians are required to wear name badges when in the clinic. The clinic will order and pay for one badge. Please email the clinic office: [Stacey.Magee@nau.edu](mailto:Stacey.Magee@nau.edu) to order. You will need to provide first and last name and the highest degree completed i.e. B.S., M.A., etc.

**Clinical Education Handbook Agreement**

Prior to starting CSD 602, students must sign an agreement stating that they understand and will adhere to the terms of the Clinical Education Handbook and SLHC. In addition, students must also sign an agreement stating that they can perform all items specified in the **“CORE FUNCTIONS FOR THE SLP GRADUATE STUDENT”** document (refer to section 03). This document can be located in section 37 of this document or in the NAU Clinic Shared Drive.

##### PRACTICUM ROTATIONS AND REGISTRATION

Students participate in a variety of on-campus and off-campus practicum rotations totaling nine credit hours over 3 semesters (3 credits of CSD 602 per semester = ***minimum*** of 9 on-site hours). There are numerous opportunities available to work with clients with a variety of disorders or differences across the life span. The rotations are divided into 3 practica: Practicum 1, Practicum 2, and Practicum 3, followed by a 12 week externship rotation.

The following outlines expectation guidelines per practicum.

PRACTICUM I expectations

* Supervision level HIGH - 50-100% of the time
* Complete initial SOAP note draft in a timely manner (within 24 hours) with editing.
* Write a SOAP note and therapy plan with editing.
* Write an evaluation plan with supervision and editing.
* Carry out therapy sessions without a supervisor in the room.
* Collaborate with other professionals, peers, and team members.
* Rotations are on campus in the NAU SLHC

PRACTICUM II expectations

* Supervision level MODERATE - 50-75% of the time
* Complete initial SOAP note draft in a timely manner (within 24 hours) with editing.
* Write a SOAP note and therapy plan with editing.
* Write an evaluation plan with MODERATE supervision and/or consultation.
* Choose an appropriate evaluation tool with rationale
* Self-evaluation of therapy sessions
* Provide appropriate next steps in plan of care with some guidance
* Initiate collaboration with other professionals, peers, and team members.
* Rotations are on campus in the NAU SLHC and offsite locations in Flagstaff and Northern Arizona.

PRACTICUM III expectations

* Supervision level MINIMAL - NO LESS THAN 25% of the time
* Complete initial SOAP note draft in a timely manner (within 24 hours) with minimal editing.
* Write a SOAP note and therapy plan with minimal editing.
* Carry out evaluations with minimal supervision/consultation
* Carry out therapy sessions with minimal supervision
* Be a mentor to other graduate and undergraduate students with regard to evaluation/therapy teams.
* Lead collaboration and team discussion with other professionals, peers, and team members.
* Rotations are on campus in the NAU SLHC and offsite locations in Flagstaff and Northern Arizona.

The following information is meant to be used as a **guide and approximation** of hours for student workloads and direct client contact hours per practicum.

**Onsite/Workload Hours**

1 credit = 45 hours of work (onsite hours) per semester

3 credits = 135 hours of work (onsite hours) per semester

12 credits = 540 hours of work (onsite hours) per semester

* A 16 week semester (fall/spring semesters) = approximately 14 week rotation
  + 135 hours/14 weeks = 9.6 or 10 work hours/onsite hours per week.
* An 8 week semester (summer semester) = approximately 7 week rotation
  + 135 hours/7 weeks = 19 work hours/onsite hours per week.

**Externship - 12 credits**

* A 12 week semester =12 week rotation
  + 540 hours/12 weeks = 45 work/onsite hours

**Direct Contact Hour Expectations/Guide**

*\*workload hours are based on a 3 unit course for practicums (CSD 602) and a 12 unit course (CSD 608) for externship*

| **Rotation** | **Workload Hours Per Semester** | **Total Workload Hours Per Week** | **Weekly Contact Hours** | **Total Contact Hours Semester** |
| --- | --- | --- | --- | --- |
| Practicum 1  Fall/Spring | 135 | 10 | 3-5 | 40-50 |
| Practicum 1  Summer | 135 | 19 | 3-5 | 20-25 |
| Practicum 2  Fall/Spring | 135 | 10 | 6-7 | 95-100 |
| Practicum 2  Summer | 135 | 19 | 6-7 | 40-50 |
| Practicum 3  Fall/Spring | 135 | 10 | 8-9 | 110-120 |
| Practicum 3  Summer | 135 | 19 | 8-9 | 50-60 |
| Externship  Summer/Fall/Spring | 540 | 45 | 15-20 | ~150 |

*\*\*all contact hours are approximations and meant to be used as a guide*

**PRACTICUM REGISTRATION**

Registration for practicum falls under CSD 602 regardless of the practicum experience the student is in. Students will register for 3 units depending on the particular semester and caseload. Three units of clinical studies equates to approximately 135 workload hours per semester. During some semesters, hours may exceed the particular number of units for which you are enrolled.

There are several sections of CSD 602 that students may register for. Upon completion of the *Request for Permission to enroll in 602/608* form, students will be notified by the CSD office which sections of 602 to register for.

**GRAND ROUNDS**

**Grand Rounds** are weekly meetings in which case studies and/or various topics related to the field of speech language pathology and audiology are presented to student clinicians and clinical educators. **Attendance to these meetings are mandatory**, unless otherwise approved by the course instructor (i.e. offsite clinic rotation).

##### AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA) CODE OF ETHICS

Student clinicians are expected to adhere to [ASHA’s Code of Ethics](https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf?srsltid=AfmBOopJz_LqkCQXPeS5J6fagqzdLgyDk4kXLYnAnWRsnUHMZOU-7tB-) , and to ensure the welfare of clients. The principles of the ASHA Code of Ethics will be addressed in CSD 501, Clinical Methods and Education, as well as throughout enrollment of CSD 602, Clinical Practicum in Speech-Language Pathology. The ASHA Code of Ethics is detailed on the ASHA policy webpage. <https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf?srsltid=AfmBOopJz_LqkCQXPeS5J6fagqzdLgyDk4kXLYnAnWRsnUHMZOU-7tB->

##### EQUITABLE TREATMENT

The Arizona Board of Regents and Northern Arizona University are committed to maintaining an environment free from unlawful discrimination. In support of this commitment, all persons served in the program’s clinic are treated in a nondiscriminatory manner – that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

Anyone who believes that he or she has experienced sexual harassment or discrimination should call the Equity and Access Office (EAO). The University’s nondiscrimination policies, including sexual harassment, are available on the EAO website https://in.nau.edu/eao/ .

##### PRIVACY AND CONFIDENTIALITY

All faculty, staff, and undergraduate and graduate students in the Communication Sciences and Disorders department are required to complete training to assure that confidentiality of protected health information is maintained, and that students understand the rules of conduct in clinical and research contexts with human participants. **HIPAA Training** is completed annually, online through NAU’s Informational Technology Services. <https://in.nau.edu/its/hipaa/>. Additional resources are available from the Director of Clinical Education and in the Speech-Language Hearing Clinic.

##### UNIVERSAL PRECAUTIONS/INFECTION CONTROL POLICIES AND PROCEDURES

All clinical faculty, staff, and students participating in the clinic are required to complete the Bloodborne Pathogen Training to ensure universal precautions are taken. Bloodborne Pathogens (BBP) are infectious microorganisms like hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), just to name a few. They are found in blood or other potentially infectious materials (OPIM) and can quickly spread disease. Because of this, it is important to protect the welfare of all clients, students, faculty and staff from the risks that these pathogens pose, which can lead to serious or even life-threatening illnesses.

The **Bloodborne Pathogen Training** is completed online through NAU’s Environmental Health and Safety Department. This training is completed annually. <https://in.nau.edu/environmental-health-and-safety/safety-programs/biological-safety/>

**UNIVERSAL PRECAUTIONS**

Maintain universal precautions for all client/patient contact. This includes handwashing, use of personal protection equipment (PPE), Cleaning of contaminated surfaces, and safe handling/disposal of contaminated material. <https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

Graduate student clinicians are susceptible to contracting illnesses due to working in close proximity to clients (e.g., droplet transfer of small particles of moisture such as those expelled during speech or a sneeze). Routine use of aseptic procedures reduces the probability of disease transmission. Students have an ethical and legal obligation to provide a safe environment for their clients, themselves, and fellow student clinicians and clinical staff.

Below is a list of aseptic procedures that should be used in the NAU Speech-Language-Hearing Clinic and all off-campus rotations.

**Hand Washing**

Student clinicians will wash their hands thoroughly prior to and after contact with clients. The CDC prescribed hand-washing procedure is as follows:

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.

4. **Rinse** your hands well under clean, running water.

5. **Dry** your hands using a clean towel or air dry them.

**Wearing Disposable Gloves**

* Student clinicians will wear disposable gloves whenever contact with body/fluid substances (e.g. saliva, cerumen) is anticipated. This is typically during an oral or otoscopic exam. Gloves are available in the clinic workroom. Removal and disposal of gloves should be as follows:
* Remove one glove so that it is inside-out when removed with fingertips from the other hand.
* Hold the removed glove that is inside-out in the non-gloved hand and use it to remove the remaining glove so that it is also inside-out and includes the first glove inside of it.
* Place used gloves in a plastic bag and dispose of them in trash bin outside of the clinic room.

**Handling of Contaminated Items**

Student clinicians may come in contact with consumable and non-consumable contaminated items. Consumable items include disposable gloves, tongue depressors, and otoscope specula. Non-consumable items include ear tips and toys. Plastic bags with twist ties are available in the clinic rooms. Disposal and decontamination of these items should be as follows:

* Consumable items which have been in contact with body fluids should be placed in a plastic bag, sealed with a twist tie, and disposed of in a covered waste can outside of the treatment room.
* Non-consumable items which have been in contact with body fluids should be decontaminated according to prescribed procedures. Toys should be washed with disinfectant detergent and rinsed in hot water.
* Student clinicians should notify a clinical faculty member or the clinic receptionist whenever bodily fluids such as urine or vomit need to be removed and the area cleaned. The university facilities department will be notified, and they will clean the area. The area should be vacated until cleaning is completed.

**Disinfecting Clinical Areas, Equipment and Materials**

Student clinicians should disinfect tables, doorknobs, chairs, materials, toys, equipment, etc. following each clinic session. Disinfectant wipes are available in each treatment room, and available in the Clinic Office. Disinfectant solution and paper towels are available in the SPA in a labeled cabinet. The following procedures should be followed:

* The surface to be disinfected should be wiped with a strong rubbing action using the disinfectant and paper towels provided in the SPA cabinet.
* Disinfectant procedures should be implemented after the client leaves the clinic room. Wear a disposable glove on the hand engaged in wiping down the surfaces.
* Toys and other clinic materials should be disinfected using the disinfecting wipes and/or disinfectant solution (1 tablespoon of bleach to 1 quart cool water).
* After use, dispose of the disinfectant wipes in the landfill bin outside of the clinic room. If using disinfectant solution, return bottle to SPA cabinet.
* Feeding materials (e.g., bowels, spoons) should be washed in hot, soapy water using dish detergent and rinsed very thoroughly in clean, hot water in the sink in the SPA. Sanitize the materials with a chlorine bleach solution. Soak feeding materials for at least one minute in a sanitizing solution made up of 1 tablespoon of unscented chlorine bleach and 1 gallon of cool water. Use gloves to remove feeding materials from bleach/cool water solution. Allow materials to air dry; do not dry with a cloth or towel.

**Injuries, Illness, or other Contagions**

Any injuries that occur in the clinic area must be reported according to university guidelines. The injury should also be reported to the clinical faculty. The following procedures should be followed in the case of illness:

* Student clinicians should not provide clinical services if they have a body temperature of 99.9+ degrees, of if they have a bad cough, cold or other illness.
* Clients and their caregivers will be requested not to attend the clinic if they have a body temperature of 99.9 degrees or higher or if they have a cough, cold or other illness.
* Student clinicians should cover their mouth with their elbow or tissue when coughing.
* If a student has a concern about a contagious condition, he/she should contact the clinical supervisor or Director of Clinical Education.
* During the time of COVID, students or clients may be asked to obtain a free COVID test on campus prior to returning to the clinic if exhibiting symptoms.
* Telepractice treatment services may be used instead of in-person clinical interactions to mitigate spread of contagious viruses.
* Student clinicians are required to follow all guidance provided on the Campus Health Website.<https://in.nau.edu/campus-health-services/covid-information/>

##### ASHA STANDARDS FOR CLINICAL PRACTICUM

The 2020 ASHA Standards and Implementation Procedures pertaining to graduate clinical education for purposes of clinical certification are as follows:

|  |  |
| --- | --- |
| **Knowledge Outcomes** | |
| **Students Will:** | **CFCC Standard** |
| Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan | **Standard IV-B** |
| Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:   * Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification * Fluency and fluency disorders * Voice and resonance, including respiration and phonation * Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing * Hearing, including the impact on speech and language * Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span * Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning * Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities | **Standard IV-C** |
| Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates for each of the areas specified in Standard IV-C | **Standard IV-D** |
| -Demonstrate knowledge of standards of ethical conduct | **Standard IV-E** |
| Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice | **Standard IV-F** |
| Demonstrate knowledge of contemporary professional issues | **Standard IV-G** |
| Demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice | **Standard IV-H** |

|  |  |
| --- | --- |
| **Skills Outcomes** | |
| **Student Will:** | **CFCC Standard** |
| -Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice | **Standard V-A** |
| -Complete a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:  1. Evaluation  a. Conduct screening and prevention procedures, including prevention activities.  b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.  c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.  d. Adapt evaluation procedures to meet the needs of individuals receiving services.  e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.  f. Complete administrative and reporting functions necessary to support evaluation.  g. Refer clients/patients for appropriate services.  2. Intervention  a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.  b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.  c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.  d. Measure and evaluate clients’/patients’ performance and progress.  e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.  f. Complete administrative and reporting functions necessary to support intervention.  g. Identify and refer clients/patients for services, as appropriate.  3. Interaction and Personal Qualities  a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.  b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.  c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.  d. Adhere to the ASHA [*Code of Ethics*](https://www.asha.org/policy/et2016-00342/) and behave professionally. | **Standard V-B** |
| -Complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours will be spent in guided clinical observation, and 375 hours will be spent in direct client/patient contact | **Standard V-C** |
| -Complete a supervised practicum that includes experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities | **Standard V-F** |

For a complete list of the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, see:Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology.* Retrieved from [www.asha.org/certification/2020-SLP-Certification-Standards](http://www.asha.org/certification/2020-SLP-Certification-Standards).

##### ASHA CLOCK HOUR REQUIREMENTS

According to the ***2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology***, students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. **Twenty five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.** At least 325 of the 400 clock hours must be completed while the student is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

|  |  |  |  |
| --- | --- | --- | --- |
| **Supervised Clinical Practicum Options** | **Required** | **Minimum Toward the 400 Hours** | **Maximum Toward the 400 Hours** |
| **Guided Clinical Observations** | Yes | 25 | 25 |
| **On-Site and In-Person Direct Contact Hours** | Yes | 250 | No Maximum |
| **Undergraduate Hours** | No | 0 | 50 |
| **Clinical Simulations** | No | 0 | 75 |
| **Telepractice** | No | 0 | 125 |

\*See Standard V-C at <https://www.asha.org/certification/2020-slp-certification-standards/> for the complete list of ASHA Clock Hour Requirements.

##### STATE PRACTICE REQUIREMENTS

See <https://www.asha.org/advocacy/state/> for a complete list of states and their requirements to practice. The state affairs team advocates on issues at the state and local level and provides members and state speech-language hearing associations with assistance and resources. Contact [states@asha.org](mailto:states@asha.org).

If you are interested in treating clients or patients outside of the U.S. or practicing outside of the U.S., please refer to ASHA's resource for [Audiology and Speech-Language Pathology Associations Outside of the United States](https://www.asha.org/members/international/intl_assoc/).

**ARIZONA STATE REQUIREMENTS**

The Arizona Department of Health Services (ADHS) requires speech-language pathologists to hold an Arizona Department of Health Services Speech-Language Pathology license.

To apply for a temporary CFY Arizona license in speech-language pathology, the following initial application must be completed: <https://www.azdhs.gov/documents/licensing/blpo/speech-hearing/forms/temp-speech-language-pathologist-initial-application.pdf?v=20241031>

Students who decide to work in the public school setting in the state of Arizona after graduation must obtain an **Arizona Department of Education Speech-Language Pathologist Certificate**. The applicant for this certificate must have a master’s degree in speech-language pathology or communication sciences and disorders from an accredited institution. The applicant does not need to have ASHA’s Certificate of Clinical Competence (CCC-SLP). The Arizona Department of Education certificate is valid for 12 years and may be renewed following completion of the necessary amount of continuing education hours in the field of speech language pathology. The application can be accessed by the following link: <https://www.azed.gov/educator-certification/speech-language-pathologist-prek-12>

##### CLINICAL SUPERVISION

Clinical practicum hours must be supervised by individuals who hold a current CCC in the area in which the observation or practicum hours are being obtained. A ***minimum*** of 25% of total

contact time with each client must be observed directly by the clinical supervisor; however, more or less supervision will be provided depending on which Practicum rotation is being completed and the needs of both the client and graduate clinician.

**Standard V-E**

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Implementation: Effective January 1, 2020, supervisors for ASHA certification [must complete 2 hours of professional development/continuing education](https://www.asha.org/Certification/Prof-Dev-for-2020-Certification-Standards/) in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of the clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills. In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

[**Supervision Requirements for Clinical Educators and Clinical Fellowship (CF) Mentors (asha.org)**](https://www.asha.org/certification/supervision-requirements/)

[**ASHA Certification Verification**](https://apps.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome)

**Student/Supervisor Contracts**

Different supervisors may have different expectations. To ensure students understand the expectations with a particular clinical supervisor, the supervisor may develop a semester contract with you to ensure you fully understand what is expected. This contract may be similar to independent study contracts. You may also request such a contract if a supervisor does not require one. The purpose of these contracts is to clarify in writing any expectations that may differ slightly, particularly when different governing bodies are involved in the clinical process (e.g., Department of Economic Security; Medicare), and to help reduce any possible confusion between different practicum experiences and different supervisors.

##### ON-CAMPUS CLINICAL ROTATIONS

In NAU’s Clinical Speech-Language Pathology Master’s program, students accumulate all necessary hours needed for ASHA certification by actively participating in on-campus and off-campus rotations. Clinical practicum (Practicum 1) begins in our NAU Speech-Language Hearing Clinic supervised by NAU CSD faculty. This includes:

**SLHC Evaluation Team**

Students per fall, spring, and summer semesters participate in the on-site Speech Language Hearing Clinic evaluation team. Three to four student evaluation teams are involved in planning and conducting evaluations of pediatrics and adults with a variety of communication concerns, including: speech sound disorders, fluency, apraxia of speech, and language disorders. The evaluation process includes parent/caregiver interviews, administration of assessments, interpretation of results, review of results with families, and a comprehensive evaluation report. There is typically one Team Lead for each evaluation.

**Literacy/Dyslexia Evaluation Team**

Students per fall, spring, and summer semesters participate in the on-site Literacy/Dyslexia evaluation team. Three to four student evaluation teams are involved in planning and conducting evaluations of pediatrics and adults with concerns in reading and writing. The evaluation process includes parent/caregiver interviews, administration of assessments, interpretation of results, review of results with families, and a comprehensive evaluation report. There is typically one Team Lead for each evaluation.

**Multilingual Evaluation Team**

Students may request to participate on the Multilingual Evaluation Team; fluency in a language other than English is desirable but not a prerequisite for participation in this rotation. Most of the evaluations occur in the Flagstaff community and surrounding region. Students who participate in this clinic rotation are encouraged to take CSD 610, *Seminar in Bilingual Language Development and Disorders* as an elective.

**NAU SLHC Clinic**

Students participate per fall, spring, and summer semesters in the on-site Speech Language Hearing Clinic that involves evaluation and treatment of pediatrics and adults with a variety of communication disorders, including: speech sound disorders, apraxia of speech, and language disorders.

**Literacy/Dyslexia Clinic**

Students may participate in the Literacy/Dyslexia Clinic during the fall, spring, or summer semesters. The clinic involves evaluation and treatment of pediatrics and adults with dyslexia and other language/literacy disorders using a structured literacy approach. The Barton Reading System is utilized with many of our clients. Executive functioning is also addressed in the literacy/dyslexia clinic.

**Pediatric Aural Rehab Clinic**

**Adult Neurological Clinic**

Two to three students per fall, spring, and summer semesters participate in the on-site Adult Neurological Clinic that involves evaluation and treatment of adults with acquired neurological disorders (e.g., aphasia, TBI, apraxia). The Adult Neurological Clinic is two days/week for 15 weeks; adult clients are typically 18 years or older.

**Interprofessional Practice Clinics (IPP)**

Students may participate in the IPC Adult or Pediatric Focused Clinics collaborating with physical therapy students and supervisors on Wednesdays during their spring semester. Students must participate in the mandatory training during the fall semester prior to this rotation.

**Voice and Fluency Clinic**

Most students participate in the Voice and Fluency Team Clinic, which also includes transgender clients. Students evaluate and treat voice and resonance in adult clients using various instrumental measurements and instruments (e.g. laryngeal videostroboscopy). Pediatric and adult clients participate in the Fluency clinic. Students work on the Voice/Fluency Team (typically 4 students) for 8 weeks during one clinical semester.

**Audiology Clinic Rotation:**

Most students participate in the Audiology Clinic rotation which is an adult-focused (ages 60+) rotation involving comprehensive audiological evaluation, hearing aid fittings, and aural rehabilitation with our in-house audiologist/clinical faculty member. The audiology rotation is one morning or afternoon per week for 8 weeks during one clinical semester.

**Mountain Tremors Choir**

Two to four students participate weekly in the Parkinson Choir/Parkinson LSVT group treatment in conjunction with students from the music department. There are four to eight adult clients with moderate to advanced-staged Parkinson disease, aphasia, and/or dementia. Students evaluate clients pre- and post-treatment, mainly using patient reported outcome measures for quality of life, and informal and formal measurements of loudness. Some clients are also seen individually for LSVT during the 15-week semester.

**Pronunciation of English Clinic**

The pronunciation clinic provides clinicians with the training and opportunity to work with individuals from a variety of culturally and linguistically diverse backgrounds who are motivated to improve their overall pronunciation, stress, rhythm, and intonation of American English. Clinicians may provide these services one on one or in a group instruction format.

**Pediatric Feeding/Swallowing Clinic**

The pediatric feeding and swallowing clinic provides graduate students opportunities to evaluate and treat children of all ages who have feeding and swallowing disorders within the NAU Speech-Language-Hearing Clinic and in the surrounding community. Students who participate in this clinical rotation are encouraged to participate in the 8-week pediatric feeding and swallowing training modules.

**Early Learning and Development Center (ELDC)**

Two to three students participate in the ELDC rotation which serves children aged 2-5 years of age. Students evaluate and treat young children with a variety of communication concerns including: speech sound disorders,and early literacy and language disorders.

**Clinical Research**

Students may participate in research with academic faculty that involves direct clinical contact experience. Opportunities exist in all clinical areas across the lifespan, depending on the area of expertise of the academic faculty member.

##### OFF-CAMPUS CLINICAL ROTATIONS

After successful completion of Practicum I, student clinicians are eligible to complete off-campus clinical practicum experiences. Off-campus placements are carefully selected to provide experiences in a variety of settings and to ensure the accumulation of sufficient hours for ASHA certification. We aim to provide clinical rotations in at least one child (agency or school) and one adult (agency, rehab, skilled nursing facility, acute care) setting. Student preferences are taken into account, but it is not always possible to match each student with all of their requests.

**School Placements**

Most students participate in a school-based clinical rotation in the Flagstaff area, or surrounding Northern Arizona region either in-person, or via telepractice. Students assigned to this rotation will screen, evaluate, and treat pediatric and/or adult (ages 18-22) clients in a self-contained/life skills classroom, preschool, K-5th grade, middle school, and/or high school setting. Students will also participate in team meetings related to client services.

**Adult-Focused Placements**

Students may participate in an adult-focused off-campus rotation (e.g., skilled nursing facility; residential facility for adults with developmental disabilities). Placements are determined by the student’s academic schedule and clinical hours/competencies needed.

**Medical Placements**

Most students obtain their medical speech-language pathology experience during their 12- or 15-week externship experience (CSD 608). It is not necessary to have prior medical experience to complete a medical placement during your practicum or externship. Rather, students must be in good academic and clinical standing and meet the following requirements to be placed in a medical setting or apply for a medical externship. Students interested in medical placements are also strongly encouraged to take Advanced Topics in Dysphagia (CSD 599). **Students must complete the Medical Placement Request form for consideration of a medical placement.**

CSD requirements for medical placements/externships are as follows:

* Academic advisor approval
* Clinical Instructor/Supervisor approval
* Achieve a score of 80% overall on MBSImP Reliability Zone

**Listed below are some of our off-campus practicum opportunities:**

Flagstaff Medical Center

The Peaks

Aspire Transitional Care

Verde Valley Medical Center

Mountain Valley Regional Rehab

Northland-Rural Therapy Associates

Children’s Health Center

Elevate Interventions

Flagstaff Unified School District

Ash Fork Elementary School

Flagstaff Junior Academy

Cottonwood Oak Creek School District

Mountain Charter School

Montessori School of Flagstaff

**OFF-SITE EXPECTATIONS**

The student is to follow procedures as outlined by the off-site clinical educator. Site expectations differ. The student is not required to be at the site during NAU holidays, NAU canceled school days, or when sick. The student still needs to meet the required number of physical on-site hours at the site, unless instructed differently by the clinical educator. All schedule and time adjustments must be approved by the course instructor.

##### CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS

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The location of Northern Arizona University in Flagstaff, Arizona lends itself to a significant number of opportunities for students to evaluate and treat clients from culturally and linguistically diverse backgrounds. The NAU Speech-Language-Hearing Clinic evaluates clients weekly for the Department of Economic Security (DES). The majority of pediatric and adult clients are from the surrounding areas of Northern Arizona, particularly the Navajo and Hopi reservations.

Students have many opportunities to evaluate and treat bilingual (e.g., English/Spanish; English/Navajo) and ELL students in Flagstaff area schools and school districts in the surrounding Northern Arizona region, including schools on the Hopi and Navajo reservations. Students may also work with pediatric clients in schools with significantly low socioeconomic status. The same cultural and linguistically diverse profile exists at the children’s rehabilitation hospital in Flagstaff, Arizona. Full-time students participate in at least one school rotation in Flagstaff or the surrounding region, or a pediatric hospital experience in Flagstaff, or both.

Students also work with bilingual adults (e.g., English/Spanish; English/Navajo) in medical settings in Flagstaff and the surrounding region (e.g., Prescott Valley, Camp Verde, Sedona). Students who participate in the clinical rotation at the Hozhoni Foundation in Flagstaff work mostly with Native American adults with developmental disabilities. Finally, some students have the opportunity to obtain direct clinical contact hours with adults participating in accent modification treatment both in-house, and at Literacy Volunteers of America. Full-time students will likely participate in at least one of these adult clinical rotations.

##### GUIDED OBSERVATIONS

ASHA requires a total of 25 observation hours as part of your clinical training in speech-language pathology. NAU CSD requires that these 25 observation hours must be documented and submitted to the CSD office before you are able to register for your first practicum. These hours should represent a variety of clinical disorders and client ages.

In addition, the supervisor **must have MET** the requirement by ASHA for 2.0 hours of [Professional Development in Supervision](https://www.asha.org/certification/supervision-requirements/) . For information on how to verify if the supervisor has met this requirement use this form: [ASHA Supervision Verification](https://docs.google.com/document/d/1d8F1272vAi7-UqkrKlWecFWR4HWKyoOXg5rLzjmzk0I/edit)

The CSD department only endorses 25 required observation hours. We do not facilitate the acquisition or approval of additional hours to meet other licensing/certifying organizations.

**Required Documents:**

[Clinical Observation Log](https://docs.google.com/document/d/1hZS5KZycuNtfzgG26L15f6BSccc6mQyI/edit)

[Treatment - Guided Observation](https://docs.google.com/document/d/1uAsSDLLygdHP45Ud-isbuRA2Duip6jKwfNfCo9PSKWs/edit)

[Evaluation - Guided Observation](https://docs.google.com/document/d/11EbcN8Pul9MwXMx0IFE7dJA30aCjVQFns3czEEQq1XI/edit)

[Arizona IVP Fingerprint Clearance Card](https://nau.edu/pep/identity-verified-prints-fingerprint-clearance-card-application/) - please complete as soon as possible

[HIPAA Training](https://in.nau.edu/its/hipaa/)

**NOTE:**

**-For outside observations you must have your IVP Fingerprint Clearance Card and HIPAA training completed.**

**-For observations at the NAU SLHC you must have your HIPAA training completed.**

For Graduate Students:

**If you already have your 25 required observation hours**, please submit them to the CSD Office for approval and signature of the DCE. The paperwork must include the following:

* site location (preferably on their letterhead)
* date (exact or approximately)
* Big 9 area (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and/or communication modalities
* **The supervisor must have met the ASHA supervision requirements**
* Date of the debrief to review your guided observation log
* supervisor’s signature
* supervisor’s ASHA ID#
* total number of hours

For Graduate and Undergraduate Students:

**If you still need to obtain your 25 required observation hours**, please follow these guidelines:

**For observations in the NAU SLHC**:

* Complete the [NAU SLHC Observation Request](https://forms.gle/gQB36bD2Qk5wPBiv9) form. The Director of Clinical Education will make arrangements with the supervisor and make contact with you.
* Follow the observation etiquette provided and any directions that you are given.
* Use the Clinical Observation Log to record all observation hours not already accrued
* Complete the guided clinical observation form (treatment or evaluation) for your sessions and have your supervisor sign off on them.
* Make sure that you wear a name badge when observing if applicable (pick up from the front office).
* Graduate Students - Once you have acquired the 25 hours, you must obtain the Director of Clinical Education’s signature.
* Undergraduate Student - Once you have acquired the 25 hours, you must have the observation clinical coordinator (Michelle Thomas for Mountain Campus registered students and Jeff Meeks for online registered students) sign your clinical observation log.
* Upload your Clinical Observation Log into Exxat (graduate students only).
* It is your responsibility to keep a copy of all signed logs and guided clinical observation forms! Please submit all information at one time!

**For observations outside of the NAU SLHC:**

* **Contact Professor Michelle Thomas if you are a Mountain Campus student for guidance on outside observations. If you are an online student, contact Professor Jeff Meeks.**
* Follow the observation etiquette provided and any directions that you are given.
* Use the Clinical Observation Log to record all observation hours not already accrued.
* Complete the guided clinical observation form (treatment or evaluation) for your sessions and have your supervisor sign off on them.
* Make sure that you wear a name badge when observing if applicable.
* Once you have acquired the 25 hours, you must have the observation clinical coordinator (Michelle Thomas for Mountain Campus registered students and Jeff Meeks for online registered students) sign your clinical observation log.

After you talk with Professor Thomas or Professor Meeks, you can use the following **Phone Message/Conversation or Email Script** to inquire about observing at locations outside of the NAU SLHC:

|  |
| --- |
| *Good Morning/Afternoon,*  *My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am currently an undergraduate student from NAU majoring in Communication Sciences and Disorders. I am in the process of completing my 25 hours of observation necessary for graduate school and was hoping it would be possible to observe you or one of your SLPs conducting treatment and/or assessments. ASHA requires that the supervising SLP has met the ASHA* 2.0 hours of professional development in supervision requirement (<https://www.asha.org/certification/supervision-requirements/> ). *I have my HIPAA training and IVP fingerprint clearance card and have been approved to seek observation opportunities by the Department of CSD at NAU. I would appreciate the opportunity! Please let me know and thank you for your time.*  *Sincerely,* |

##### GUIDED MEDICAL SETTING OBSERVATION HOURS

Students may request to participate in guided observation hours in a hospital or other medical setting in Flagstaff or the Northern Arizona area; this depends on supervisor availability. Students are permitted to observe in a hospital for a maximum of 24 hours. The student is familiarized with medical staff and staff team-based interactions (including the role of the SLP) regarding patient care, medical billing/chart review and documentation, and patient evaluation and treatment. The student and mentor debrief after each observation experience using a guided series of questions (e.g., “Were the speech-language characteristics observed during the evaluation consistent with the patient’s medical diagnosis?”) (Warner, Karlberg, & Purdy, 2018).

Guided medical setting observation hours involve familiarization and exposure with the following:

* Facility, employee workstations/computers, intensive care unit (if there is one), radiology suite (if there is one), patient units/rooms, equipment, tracheotomy tubes and speaking valves, ventilators, endoscopes
* Interdisciplinary Care and the role of the following team members:
  + Doctor
  + Nurse
  + Occupational and physical therapists
  + Social worker
  + Respiratory therapist
  + Dietician
* Medical record review including identifying relevant information, becoming familiar with medical abbreviations; hospital documentation
* Discussion (with supervisor) of central issues, role of speech-language pathologist in setting, and plan for evaluation/treatment for patient
* Observation of the following:
  + Evaluation/intervention
  + Interview with patient
  + Formal/informal diagnostics and treatments (swallowing, language, cognitive, voice)
  + Review results/recommendations with patient/family/team
* Following each evaluation or treatment session, student is to share his/her clinical observations with the supervisor, and answer the following questions:
  + Were the symptoms consistent with the medical diagnosis?
  + What was the communication or swallowing diagnosis? Severity?
  + What were other management issues such as ethics, discharge barriers, and transdisciplinary care?

*Warner, H., Karlberg, A., & Purdy, M. (2018). Effectiveness of a pre-externship hospital orientation program for graduate students in speech-language pathology. Perspectives of the ASHA Special Interest Groups, 3(11), 21 – 35.*

##### CSD 510L CLINICAL AND EDUCATIONAL METHODS – LAB

Clinical and Educational Methods – Lab (CSD 510L) is designed to provide students an opportunity to develop the foundational skills needed by graduate clinicians prior to starting their first clinical practicum. Students enrolled in CSD 510L will gain familiarity with the processes and procedures for effective clinical management of individuals with communication disorders, including planning and implementing treatment, collecting data and documenting progress, and completing clinical paperwork. CSD 510L students are assigned one client in the NAU Speech-Language-Hearing Clinic, and generally co-treat alongside a Practicum II or III student mentor. For students who still may need observation hours prior to starting Practicum I, CSD 510L hours may be accounted toward ASHA’s guided observation requirement.

##### CSD 608: EXTERNSHIP IN SPEECH-LANGUAGE PATHOLOGY

During the graduate fieldwork externship experience in Clinical Speech-Language Pathology, students participate in an off-campus clinical experience 3 – 5 days per week for 12 or 15 weeks respectively, totaling 540 on-site hours (not direct clinical contact clock hours), and manage a clinical caseload in a medical, school, or private clinic setting with a minimum of 25% supervision from an ASHA certified and licensed speech-language pathologist. The supervisor must also have met the ASHA requirements for Clinical Supervision. Course requirements include independent evaluation planning, administration of formal and informal evaluation protocols, accurate analysis and interpretation of assessment results, independent treatment planning and execution of treatment programs, use of evidence-based practices and research to justify treatment decisions, and completion of comprehensive evaluation reports, clinical SOAP notes, and progress reports.  This course is the final required practicum experience prior to graduating from the CSD master’s degree program in Clinical Speech-Language Pathology.

**Externship Search/Application Process**

* Identify 2-3 potential placements for externship. This step generally happens 6-8 months prior to applying for externships (usually early Fall semester for full-time students).
* Work with the Director of Clinical education and the Director/Assistant Director of Clinical Partnerships to contact all the externship sites of interest and find out if they accept externs for summer placement. We also identify what the actual application process is, and if it is okay to submit an application packet to the site (essential for medical externships). If students happen to make initial contact, find out whom the site prefers to be in contact with, either the student directly, the DCE, or both.
* Develop a resume and very specific letter of intent for the sites of interest, as requested. Sites may also request phone references or letters of recommendation. Please contact the NAU Career Development Center to help you with your resume and/or letter of intent: <https://in.nau.edu/career/career-advising/> ..;
* Students must also complete the Medical Placement Request Form to be considered for a medical placement for their externship.
* The DCE and CSD Department will work with the site to develop an affiliation agreement if there is not already one in place. Many medical placements also require students to complete compliance items in My Clinical Exchange. Students will work with the DCE to complete this.
* California, as well as many other states, have become extraordinarily difficult to place students at hospitals for which we do not already have a non-standard agreement in place. If you are seeking a medical placement out of state that will require a new, non-standard affiliation agreement, this process will need to start 7-8 months prior to the start of your externship.
* Sites may ask for a phone interview, in-person interview (or both), or might just accept you (this happens usually for a non-medical externship) after receiving the resume and letter of intent.
* DCE, student, and site discuss start/end dates. The site and supervisor are added to Exxat after the affiliation agreement and/or student is accepted to the placement.

##### EXXAT

Following admission into the graduate program, all students must register in Exxat. Exxat is a web-based application that manages key aspects of academic and clinical education.Practicum registration requirements (i.e. compliance items), observation hours, direct contact hours, and student performance evaluations (midterm and final) for rotations are all tracked in Exxat.

All students are expected to watch the Exxat tutorials. Support is provided through the website via “Ask Leo” or the “Help” icon at the top of the page. <https://steps.exxat.com/account/login> .

##### STUDENT PERFORMANCE EVALUATIONS

A midterm and final Student Performance Evaluation (SPE)) must be completed by **each** clinical supervisor for **each** clinical rotation (both on and off-campus) in Exxat. Not all 8 week rotations will complete a midterm**.** Due dates for midterms and final SPEs are outlined in the CSD 602/608 syllabus. Clinical educators (preceptors) are sent a link to complete the SPE 2-3 weeks prior to the due date. It is expected that the preceptor and student meet to review and discuss the SPE.

The final grade for practicum is determined by the Director of Clinical Education with feedback from the clinical and academic faculty. Clinic grades may be lowered if CSD faculty members determine that the student demonstrated a lack of professionalism during a clinical rotation. Clinical competency expectations are based on the practicum for which the student is completing (Practicum I, III, IIII or Externship). See **P*RACTICUM ROTATIONS AND REGISTRATION*** for student expectations per practicum.

The areas that students must demonstrate competency and the rating scale are summarized below.

**Performance Rating Scale**

1 Performs Unsatisfactorily

2 Needs Improvement in Performance

3 Meets Performance

4 Exceeds Performance Expectations

NA Not Applicable

**Areas of Evaluations**

* Evaluation Skills
* Treatment Skills
* Additional Clinical Skills
* Professional Practice, Interaction And Personal Qualities

*\*Details for each area of evaluation and a complete template of the SPE can be found in the NAU shared Google Drive.*

##### GRADING GUIDELINES AND CLINICAL PERFORMANCE PLANS

**Clinical Practicum Grading System**

A 3.75-4.0

A- 3.5-3.74

B+ 3.25-3.49

B 3.0-3.24

B- 2.75-2.99

In need of remediation: <2.75

**Clinical Performance Plans**

* The clinical educator completes the Student Performance Evaluation (SPE) at mid-session and end-of-session.
* If at mid-session the student receives a grade of “C” or below, a Clinical Performance Plan will be developed by the course instructor and clinical educator with objectives developed by the student.
* The student will meet with the DCE and clinical educator to discuss the details of the clinic performance plan and any necessary changes that may need to be made.
* The final plan will be signed and dated by the student and all members of the remediation/support team.
* The remediation team will meet with the student at the final grade CCE meeting to discuss whether or not the goals and objectives of the clinic performance plan were met by the student.
* At the end of the semester, the student will turn in detailed, type- written feedback detailing how each goal and objective was met, along with progress as determined by self-evaluation.
* The course instructor assigns the final grade. This is based on the grade submitted by the clinical educator and CSD course expectations/requirements stated in the syllabus. The course instructor may not raise a suggested grade from the clinical educator. However, if the course instructor deems that the student has not achieved expected competencies, the course instructor may submit a lower grade.
* A grade of “C” for the final grade will result in a repetition of the rotation, however, hours are still accrued, unless the clinical educator refuses to approve the hours. If the student has more than 6 units of graduate work with a grade of “C” or below, the student cannot continue in the master’s program, regardless of the grade point average.

-See CSD Graduate Student Handbook and Graduate College Policies for more details on GPA Requirements and Course Repeat Policy and Clinical Performance Plans.

[Graduate College Academic Policies](https://www9.nau.edu/policies/Client/IndexPaged?whoIsLooking=1&pertainsTo=1&sortDirection=Descending&page=1)

**DISMISSAL FROM A CLINICAL ROTATION:**

If the clinical educator or course instructor deems a student does not fulfill the “essential tasks of the job” (see Minimal Skills and Essential Functions document) or is not meeting the “standard of care” required to provide services, the clinical educator/course instructor may dismiss the student from the clinical rotation.

* It is recommended, but not required, that efforts are made to improve the student’s performance prior to the mid-session evaluation.
* Dismissal may take place at any time during the clinical rotation at the discretion of the clinical educator and/or course instructor.
* The earned grade at the time of dismissal will be submitted as the final grade.
* Students who arrive unprepared for their clinical session may be dismissed by the clinical educator for that day. Students dismissed by a clinical educator on more than three occasions are at risk of failing the clinical rotation.
* The student must comply with all other CSD policies, as designated in the CSD Graduate Student Handbook, Clinic Manual, and Clinic Powerpoints.

##### STUDENT GRIEVANCE POLICY

There may be times when a student disagrees with a faculty member or clinical supervisor to the extent that action must be taken to reach a resolution. The following procedures have been established to help guide students and faculty members in such instances:

Students are encouraged to meet with the specific clinical supervisor directly involved in the disagreement. Both parties will discuss the concerns and attempt to reach an agreement appropriate to the situation. The student and/or clinical supervisor may invite the Clinic Director to the meeting.

If the issues cannot be adequately resolved at this level, the student should meet with the Clinic Director to discuss his/her concerns. The student and Clinic Director can then attempt to reach an agreement appropriate to the situation.

If the student is still dissatisfied, he/she can schedule a meeting with the Department Chairperson, Dr. Sosa, to discuss further options in reaching an agreement.

If a satisfactory resolution still cannot be reached, the student may file a formal complaint with the appropriate Dean or Vice President of the University: <https://nau.edu/student-affairs/formal-complaints/>

##### ORAL COMMUNICATION PROFICIENCY POLICY

Speech-language pathologists working with individuals who have communication disorders must demonstrate excellent oral communication skills. Speech-language pathology students are expected to model all aspects of Standard American English including phonology, morphology, syntax, semantics, pragmatics, and suprasegmental aspects of speech.

The NAU Speech-Language-Hearing Clinic adheres to ASHA’s guidelines (see highlighted links below) regarding clinical services provided in a non-English language and graduate clinicians who are English Language Learners providing clinical services in English.

[The Clinical Education of Students With Accents](https://www.asha.org/policy/pi2011-00324/)

[Students and Professionals Who Speak English With Accents and Nonstandard Dialects: Issues and Recommendations](https://www.asha.org/policy/ps1998-00117/?srsltid=AfmBOool5Mq5rAgGVbp2BV3ay3CYsXoQ1-Pf7I8fmF5_J1NE3bG4Xw6_)

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##### END OF SEMESTER PROCEDURES

Students are responsible for a number of clinical requirements at the end of the semester. Below is a list of items that MUST be completed prior to grades being submitted.

**Exxat**

* Complete patient logs in Exxat and send to preceptor (supervisor) for approval
* Meet with supervisor and complete Student Performance Evaluation (SPE)
* Complete Student Evaluation of Clinical Placement
* Complete Student Feedback on Supervisor

**PNC\***

* Review all sessions in PNC to be sure they are checked in/canceled as needed
* All SOAP notes must be submitted to supervisor for signature

**Misc**

* Delete all therapy room reservations
* Complete Google Form for CSD 602 Clinic Hours
* Meet with supervisor to review progress report

*\*Not all requirements apply to all rotations and some rotations may have additional requirements not listed here (off-campus rotations). Be sure to talk to your supervisor about their end of semester expectations and requirements.*

It is recommended that you print this form and bring it to your final meeting with your supervisor. These requirements and this form **MUST be reviewed with your supervisors** and completed by the due dates provided in the syllabus prior to grades being posted. Any incomplete tasks will result in an incompletion until all requirements are fulfilled. \**Remember, you are not able to access PNC outside of the SPA.*

Once all requirements are complete, sign the form and submit it to the Director of Clinical Education for review.

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Student Name Student Email

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Student Signature



## Speech-Language-Hearing Clinic

##### GENERAL INFORMATION

The Speech-Language-Hearing Clinic at Northern Arizona University is located on the third floor of the Health Professions Building (#66). The clinic comprises child and adult assessment and treatment rooms, observation areas, an audiology testing suite and laboratory, a clinic reception area and waiting room, a voice/swallowing clinic, a literacy lab, and a student clinician workroom (SPA).

The NAU Speech-Language-Hearing Clinic provides assessment and treatment services for children and adults with communication and/or hearing impairments from birth through 80+ years of age. Clients are typically referred by physicians, healthcare agencies, school professionals, private practitioners, and self-referral.

Fees for clinical services vary and are dependent on the nature of the individual’s disorder and the type of services rendered. Fees are provided on the NAU Speech-Language-Hearing Clinic Financial Policy Form Encounter Form (see APPENDIX A) located in the NAU shared drive and clinic office. Patient scholarships are available for those clients who may qualify. You may request a scholarship application for your client from the clinic office. **It is NOT the student's responsibility to negotiate fees with the clients.** Any questions or comments regarding fees should be directed to the supervisor, DCE, or Operations Assistant Manager in the clinic office.

The NAU Speech-Language-Hearing Clinic follows the academic calendar for Northern Arizona University, as well as guidance provided on the Campus Health Website. <https://in.nau.edu/campus-health-services/covid-information/> .

##### POINT AND CLICK

The NAU Speech-Language-Hearing Clinic adopted the electronic medical health record system, Point and Click; students view client schedules in Point and Click, and submit all evaluation and treatment documentation into this electronic system. Students are required to specify ICD-10 and CPT codes for every client they evaluate and/or treat in the NAU Speech-Language-Hearing Clinic in the EMR system. Students are given access to Point and Click prior to their first practicum experience (either 510L or CSD 602: Practicum I). Point and Click can only be accessed on wired desktop computers in faculty’s offices or the graduate student work room (SPA). Faculty can access Point and Click on wireless work devices (i.e. laptops and tablets) via a secured VPN through ITS. **Students are not able to access Point and Click on their personal devices**. See section 28 for more information on Point and Click..

##### GENERAL NAU CLINIC PROCEDURES

**Student Clinician Workroom (SPA)**

The student clinician workroom (SPA) is located in Room 323. The printers are to be used for clinic related activities **only**. Please let the clinic office staff know when the toner cartridges are getting low on ink.

**Clinic Schedules**

Clinic schedules are posted approximately 2 weeks prior to clinic starting. The clinic schedule is an ever-evolving document and is subject to change. The schedule is posted in the NAU Clinic shared drive under the corresponding semester. The Director of Clinical Education will send an email notifying students when the schedule is posted. A general outline of the clinic schedule for the semester will be posted on the syllabus.

**Scheduling Therapy Suites**

Therapy suites may be signed out via the NAU Clinic Google Drive; a new sign-out sheet is uploaded every semester. It is important to sign out therapy suites devoted to telepractice services also. A tutorial on how to check out a therapy room can be found here:

[Therapy Room Checkout Tutorial](https://drive.google.com/drive/folders/1ROtM1BbMuZPR6tRmEHOfpU8i4rX_ea1M). This tutorial and directions on how to reserve therapy suites is available in the first tab of the Therapy Room Check out sheet. A list of therapy rooms can also be found in this document.

**Initial Therapy Sessions**

The Director of Clinical Education will send out a Welcome email to all client’s prior to clinic starting. The email will also include reminders about our policies and procedures regarding parking, fees, and attendance. Students and Supervisors and responsible for discussing and obtaining signatures for the NAU SLHC Financial Policy and Attendance Policy (see APPENDIX A) at the initial session of the semester.

**Greet your client(s)**

Greet your clients in the clinic reception area (Rm 339) before appointments. Introduce yourself if this is your first time meeting with client(s). Be on time and wear your name badge. For telepractice appointments, ensure you are located in a professional space, or use a professional background, particularly when meeting a client on Zoom for the first time.

**Assigning CPT and ICD-10-CM Codes**

CPT (Current Procedural Terminology) is a set of codes, descriptions and guidelines intended to describe procedures and services performed by healthcare providers. Each procedure or service is identified with a five-digit code i.e. 92506.

ICD-10-CM (International Classification of Diseases) is designed for the classification of morbidity and mortality information for statistical purposes and medical care review. This is the diagnosis code for the procedure performed. You may submit up to four diagnosis codes for each visit. Both the CPT and ICD-10 codes must be indicated for each client in Point and Click for billing purposes. These are entered in the SOAP note. Always be consistent with the use of the codes, unless instructed otherwise by your supervisor.

A list of ICD-10 Diagnosis Codes related to speech-language and hearing can be found on ASHA’s website:

[2025 ICD-10-CM Diagnosis Codes RELATED TO SPEECH, LANGUAGE, AND SWALLOWING DISORDERS](https://www.asha.org/siteassets/uploadedfiles/icd-10-codes-slp.pdf?srsltid=AfmBOorkwhyoZvQTldqee06lnaMoJ5AH2VldSI8dUgdVl3VDvBqPagrh).

##### PROFESSIONALISM AND DRESS CODE

The NAU Speech-Language-Hearing Clinic maintains high professional standards at all times. Failure to comply with any of the rules of professionalism may result in a significant lowering of your CSD 602 practicum grade. Please follow these guidelines:

**Professionalism and Professionalism Letters**

Professional interactions with faculty, staff, student workers, peers, fellow students, clinical rotation site individuals, and third parties are required by the Communication Sciences and Disorders Department. This includes communication that is face to face, by phone, emails, texts, letters, and other forms of communication.

If a student is not complying with professionalism, the advisor or course instructor may send the student a Professionalism Letter. This letter will be discussed at the next faculty meeting. Receiving a Professionalism Letter may impact your recommendation to an externship site and/or your recommendations to a future place of employment.

**Professional Etiquette**

Appropriate conduct during clinical sessions and while in the clinic area is expected at all times. This includes:

* Respect for client confidentiality
* Appropriate conversation
* Appropriate tone and loudness in the clinic area
* Respectful communication (in person, or by phone or email) with clinical supervisors, academic faculty, and clinical staff
* Promptness for all clinic sessions
* Ending sessions on time and leaving rooms **clean** and ready for the next session
* Putting all therapy materials back exactly where you found them in an orderly fashion.
* Informing the clinic office and the client, family, and/or caregivers of any changes in the schedule such as illness or unplanned absences
* Offering the client and family make-up sessions due to absences
* No cell phones during clinic sessions
* No food or drink in the treatment or evaluation rooms except bottled water.

**Professional Writing**

The clinical practica require a significant amount of professional writing. Clinical educators expect to provide feedback and revisions on all of your writing assignments. Similarly, clinical educators expect students to implement going forward. If you demonstrate significant difficulty meeting the professional writing requirements required in the course, and in accordance with ASHA standards, you will be placed on a remediation plan which might involve developing/using writing templates with your clinical educator, and/or be assigned a peer writing tutor.

**Dress Code**

Professional dress is mandatory in the NAU Speech-Language-Hearing Clinic. **Please note that off-campus clinical sites may have specific guidelines and/or dress code for student clinicians.**

Please be sure to wear your name badge at all time and adhere to the following when participating in on-campus clinical rotations:

* No jeans, shorts, or athletic wear (sweatpants and sweatshirts)
* No tank/tube tops
* No visible midriffs or underwear
* Closed toed shoes are preferred (please check with supervisor)
* Jewelry is permitted, however oversized earrings are not recommended

Allowable facial/tongue piercings and tattoos depend on rotation. Some rotations have policies that do not allow these. In addition, fff-campus rotations may have other dress code policies. Please check with your supervisor.

##### ABSENCES AND CANCELLATIONS

Student clinicians are expected to attend all scheduled clinic sessions during the academic term. Previously scheduled trips, vacations, or family events are not acceptable reasons for missing clinical sessions and are considered unexcused absences. These unexcused absences will be reflected in your midterm or final grade. In the case of illness, students who are experiencing flu-like symptoms (e.g., fever, chills, loss of sense of smell/taste) should not participate in face-to-face interactions; a doctor’s note may be requested by the student’s supervisor. You may offer make-up sessions during the allotted dates specified on the NAU calendar for the course under the discretion of your supervisor. If the student is unable to attend a session for any reason other than illness, the student must notify/request permission in advance from the Director of Clinical Education.

##### TREATMENT PROCEDURES

**Team Lead for Team Therapy Sessions**

On occasion in treatment, and almost always for evaluations, a 510L or SLPA clinician may be assigned to share a client with a Practicum II or III graduate clinician. For these team treatment sessions, the Practicum II or III clinician would serve as the “team lead” with the following responsibilities:

* All clinical paperwork including therapy plans and SOAPS in the client’s file in Point and Click with the assistance of the other clinicians
* Managing a client with the assistance of the other clinicians
* Implementing treatment procedures with the assistance of the other clinicians
* Collaboration with the other clinicians on all levels of treatment including the clinical supervisor and other relevant professionals

**Co-Clinician Therapy Sessions**

On occasion in treatment, and frequently for evaluations, you may be assigned to share management with a peer. In such situations, the two clinicians will share joint responsibility for the following aspects of treatment:

* All clinical paperwork: therapy plans and SOAPSin the client’s file
* Client management
* Implementing treatment procedures
* Collaboration with team members including the clinical supervisor and other relevant professionals

**Treatment Session Preparation**

1. The treatment team or clinician will review the client’s file in Point and Click for history, past evaluations, and treatment information at least one week prior to the first therapy session.
2. The treatment team or clinician will research the client’s disorder and be prepared to apply relevant academic coursework at least one week prior to the first therapy session.
3. The treatment team/clinician will confirm with the supervisor and client/family the date/time for therapy sessions one week prior to the first therapy session.
4. The treatment team/clinician will sign out a treatment suite in the clinic using the Therapy Room Checkout sheet in the Shared Google Drive.
5. One week prior to the first therapy session and perhaps on an ongoing basis depending on your supervisor, the treatment team/clinician should schedule a meeting with the clinical supervisor to discuss client history, type of disorder, and future therapy plans.
6. On the first visit of the semester, the treatment team/clinician should gather signatures from clients/caregivers for the NAU SLHC Financial Policy and the Attendance policy.
7. Clinicians should be setting up their therapy rooms 30 minutes prior to each session.
8. Clinicians should check out relevant therapy materials prior to each therapy session.
9. Clinicians should provide individual clinical supervisors with a copy of the therapy plan 24 hours prior to each session in the HIPAA secure shared Google Drive.
10. Clinicians, with the help of the front office, should confirm with the client/family the parking kiosk code prior to the session. This code changes monthly.

**After Treatment Sessions**

1. Immediately following the therapy session, clinicians will discuss the session with the caregiver/client as appropriate.
2. Your clinical supervisor will give team/clinician written and/or oral feedback after the therapy sessions.
3. Depending on supervisor and/or clinician need, a weekly debriefing meeting and therapy planning meeting may be scheduled.
4. Team/clinician will disinfect the clinic workspace and all materials using proper procedures
5. Team/clinician will put all materials back where they belong.
6. Immediately following clean up, the team/clinician will check the client in on Point and Click using the computers in the SPA.
7. Team/clinician will provide a SOAP note within 24 hours of the therapy session in Point and Click or HIPAA compliant Google Drive (check with supervisor on their preferred procedures).
8. Clinical supervisors will edit/comment on SOAP notes/ Students are responsible for making edits in a timely manner.

##### EVALUATION PROCEDURES

**EVALUATION TEAM ASSIGNMENTS:**

Speech-language evaluations may occur in team settings that include a team lead and 1-2 other team members. Should you be assigned to a team evaluation, the following role responsibilities and information will be relevant. You will be notified of evaluation assignments by e-mail from the supervising clinical professor.

**Team Lead for Evaluations**

1. The team lead is responsible for correctly implementing all clinical procedures, evaluation plans, and writing the evaluation report. Final evaluation reports are due two weeks from the evaluation date.
2. Team leads are responsible for leading selection of the appropriate standardized assessment tool, indirect assessment procedures, and explaining the rationale and justification for all tools and procedures to the clinical supervisor.
3. Team leads are responsible for contacting the families to confirm the time and date of the evaluation and completing a brief case history interview prior to the evaluation.
4. Team leads are responsible for assigning roles and jobs for the direct assessment of the evaluation.
5. Team leads are responsible for compiling report information, including a comprehensive summary and treatment recommendations.
6. Team leads are responsible for final report editing, team signatures, and distributing copies of reports to client, family and/ or appropriate agencies.
7. Team leads are to participate in all other aspects of the evaluation process as a team member.

**Team Members for Evaluations**

1. Implement all clinical procedures and the evaluation plan, and contribute to the evaluation report.
2. Participate in selection and rationale for test tool options.
3. Participate in administering the evaluations.
4. Participate in compiling report information including a comprehensive summary and treatment recommendations.
5. Participate in the report editing process.
6. Collaborate with other team members, appropriate professionals, and agencies.

**Team Evaluation Meeting**

1. One week prior to the scheduled clinical evaluation session, a team meeting will be scheduled with your clinical supervisor.
2. Review client records in Point and Click prior to the team evaluation meeting.
3. Meet with your clinical supervisor as a team to discuss client information, team diagnostic questions, family interview questions, and the scope and sequence of the evaluation session.
4. Sign out a clinic room and appropriate equipment for the evaluation session.
5. The team will write an evaluation plan to include the above elements and decide team member responsibilities. The evaluation plan must be uploaded to the team Google Drive 24 hours before the evaluation session.

**Evaluation Preparation**

1. The team will “check in” with their clinical supervisor for a brief review. 2. The team will “check out” all equipment and test tools.

3. Evaluation sessions should not exceed 90-120 minutes.

**After Evaluation**

1. At the conclusion of the evaluation, the team will debrief with the clinical supervisor, and then provide a brief summary and initial recommendation to the client/family.
2. After the evaluation session is completed, the team will briefly discuss the evaluation results and discuss recommendations for report writing purposes.
3. The team will schedule a meeting within one week of the evaluation with the supervisor to edit the first draft of the evaluation report.
4. The team will also schedule a meeting with the family for approximately 1-2 weeks after the evaluation to discuss the results of the evaluation.
5. The team should meet together to compile report information and write the comprehensive evaluation summary and treatment recommendations.
6. Provide the first draft to the supervisor 24 hours prior to the team meeting.
7. Meet with your supervisor to review/edit the report.
8. Have a second draft to the supervisor within 3 days of the first draft meeting.
9. The final report is due exactly two weeks from the date of the evaluation session, including sending copies of the report to family and appropriate agencies.
10. Once the evaluation is completed, protocols should be scanned and uploaded into the client’s chart.

##### TESTS, EQUIPMENT, MATERIALS

**Tests**

Standardized assessments and protocols can be found in the Assessment Room (338A) in alphabetical order. An inventory of assessment tools is available in a 3-ringed binder on the worktable in this room. Most assessments for the dyslexia and literacy clinic can be found in the literacy lab (rm 332). Similarly, assessments for the Adult Neuro Clinic can be found in Rm XX in the Adult Therapy Suites. All standardized assessment protocol forms are located in the metal cabinets in Room 338A. Please do not photocopy test protocols as this violates copyright laws. Inform the clinic office when only 3 copies of a protocol areleft. **Do not use the last protocol.**

Tests used in the NAU SLHC must be signed in and out by the student and must be returned within 24 hours. If you need to check out an assessment to take it off campus, you must request permission from the Director of Clinical Education.

**Treatment Materials**

Treatment materials are located on shelves in the Assessment Room, on shelves in the SPA (Room 336), and in a large closet between the SPA and Audiology Suite. There is a designated bin of materials and toys that can be CHECKED OUT for off campus rotations.Materials are to be signed out and returned within 24 hours.

**Electronic Equipment**

Electronic equipment (e.g., audio recorders, iPads) is located in the CSD office and must be signed out and returned by 5:00pm. If the office is closed, please give the device to your supervisor or the Director of Clinical Education.

**Audiometers**

The students will need to check out the audiometers from the lab on the check out sheet the morning of the screenings and return and check them back in at the end of the day. Students are trained on these procedures in CSD 556 (spring of first year). **The audiometers cannot be left in extreme heat conditions.**

##### NAU SLHC PRIVACY AND CONFIDENTIALITY POLICIES

The NAU Speech-Language-Hearing Clinic is committed to protecting client confidentiality and privacy. Discussion of a client’s evaluation and/or treatment plan will be conducted in academic settings or in private faculty offices only. Be aware that discussions in the hallway or in clinic rooms may be overheard through the observation system.

ASHA’s Code of Ethics involves the protection of a client’s rights to confidentiality. This involves **maintaining client records, release of information, and video and/or audio recording client sessions.** The ASHA Code of Ethics is detailed on the ASHA policy webpage. <https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf?srsltid=AfmBOopJz_LqkCQXPeS5J6fagqzdLgyDk4kXLYnAnWRsnUHMZOU-7tB->

**NAU Google Drive (NAU Cloud Storage)**

Supervisors and staff may communicate with you about your client using shared NAU SLHC HIPAA compliant Google drive accessed using your NAU authenticated credentials. Session plans and SOAP notes may be initially drafted, and edited in the NAU SLHC Google Drive.

**Electronic Medical Record System (Point and Click)**

Point and Click can only be accessed on wired desktop computers in faculty’s offices or the graduate student work room (SPA). Faculty can access Point and Click on wireless work devices (i.e. laptops and tablets) via a secured VPN through ITS. **Students are not able to access Point and Click on their personal devices**. See section 28 for more information on Point and Click.

**Email**

NAU email is not to be used to communicate about clients or sharing/editing client-related documents.

**Audio and Video Recordings**

No personal devices shall be used in the NAU Speech-Language-Hearing Clinic to audio or video

record clients. Digital audio recording devices or iPads can be signed out in the Clinic Office from Stacey. Audio and video files are to be downloaded onto an encrypted computer located in the SPA (coded/locked room) and then deleted from the device. If you would like to share the audio or video recording with your supervisor, you can upload it into the shared encrypted NAU SLHC Google drive.. All audio and video recordings should be immediately deleted after data are extracted and analyzed. Clients must first sign and date the Video/Audio Agreement form (located in the clinic office) each academic year. The signed form will be in the client’s electronic medical record in Point and Click.

**Client Files**

* Client files are located in our EMR system, Point and Click.
* All information contained in a client’s file is confidential and may not be shared with anyone who is not directly involved with the NAU Speech-Language-Hearing Clinic.
* Student clinicians are responsible for ensuring clinic reports, signed release forms, and other pertinent documents are uploaded into Point and Click with their supervisor. Student clinicians are not able to directly upload documents into PnC. The clinic office can also help with uploading documents as needed.
* For new clients, all paper documentation is initially uploaded in Point and Click by the SLHC Office staff.

**Release of Information**

* Exchange of information will occur only with a signed Request for Release Form (located in the clinic office).
* All signed release forms should be current and placed in the client’s file under the appropriate tab in Point and Click
* The NAU Speech-Language-Hearing Clinic Fax Cover Sheet is to be used when faxing information.
* There should be no electronic exchange of information.

##### NAU SLHC END OF SEMESTER PROCEDURES

Students and supervisors are responsible for a number of clinical requirements at the end of the semester. Below is a list of items that MUST be completed.

**Students (see section 26- End of Semester Procedures for detailed list and required form)**

* Complete all requirements in Exxat
* Complete all requirements in PnC
* Meet with supervisor
* Complete required forms and duties (i.e. clinic hours, therapy room check out)
* Submit End of Semester Procedures form to Director of Clinical Education

**Supervisors**

* Meet with your student clinician and review End of Semester Procedures Form
* Complete final SPE
* Sign off on all patient log hours
* Sign of on all SOAP notes in PnC
* Delete all recordings from Vault
* Remove students for client folders in NAU SLHC Google Drive.

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##### CLINICAL EDUCATION HANDBOOK AND NAU SLHC MANUAL AGREEMENT

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print your name) agree that I have read, understand, and will adhere to the terms of the **NAU Clinical Education Handbook and NAU SLHC Manual**, both included in Exxat and NAU Clinic Google Drive\_\_\_\_\_\_\_\_\_ (initial here).

\_\_\_\_\_\_\_\_\_ (initial here). I agree that I can perform all items specified in **the “CORE FUNCTIONS FOR THE SLP GRADUATE STUDENT”** document, Section 03, of the **NAU Clinical Education Handbook and NAU SLHC Manual**

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

## APPENDIX A

1. [**Important Links**](#_8in10mhxy7ct)

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##### IMPORTANT LINKS

[**A Guide for Future Practitioners of Audiology and Speech-Language Pathology: Core Functions**](https://growthzonecmsprodeastus.azureedge.net/sites/1782/2023/04/Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf)<https://growthzonecmsprodeastus.azureedge.net/sites/1782/2023/04/Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf>

[**Arizona IVP Fingerprint Clearance Card**](https://nau.edu/pep/identity-verified-prints-fingerprint-clearance-card-application/)<https://nau.edu/pep/identity-verified-prints-fingerprint-clearance-card-application/>

**Arizona Special Licensing - SLP Initial Application** <https://www.azdhs.gov/documents/licensing/blpo/speech-hearing/forms/temp-speech-language-pathologist-initial-application.pdf?v=20241031>

**ASHA 2020 SLP Certification Standards** [www.asha.org/certification/2020-SLP-Certification-Standards](http://www.asha.org/certification/2020-SLP-Certification-Standards).

**ASHA** [**2025 ICD-10-CM Diagnosis Codes RELATED TO SPEECH, LANGUAGE, AND SWALLOWING DISORDERS**](https://www.asha.org/siteassets/uploadedfiles/icd-10-codes-slp.pdf?srsltid=AfmBOorkwhyoZvQTldqee06lnaMoJ5AH2VldSI8dUgdVl3VDvBqPagrh)**.** <https://www.asha.org/siteassets/uploadedfiles/icd-10-codes-slp.pdf?srsltid=AfmBOorkwhyoZvQTldqee06lnaMoJ5AH2VldSI8dUgdVl3VDvBqPagrh>

[**ASHA Certification Verification**](https://apps.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome) <https://apps.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome>

[**ASHA’s Code of Ethics** https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf?srsltid=AfmBOopJz\_LqkCQXPeS5J6fagqzdLgyDk4kXLYnAnWRsnUHMZOU-7tB-](https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf?srsltid=AfmBOopJz_LqkCQXPeS5J6fagqzdLgyDk4kXLYnAnWRsnUHMZOU-7tB-)

**ASHA State Practicing Requirements** <https://www.asha.org/advocacy/state/>

**ASHA** [**Supervision Requirements for Clinical Educators and Clinical Fellowship (CF) Mentors (asha.org)**](https://www.asha.org/certification/supervision-requirements/)

<https://www.asha.org/certification/supervision-requirements/>

**ASHA Students and Professionals Who Speak English With Accents and Nonstandard Dialects: Issues and Recommendations** <https://www.asha.org/policy/ps1998-00117/?srsltid=AfmBOool5Mq5rAgGVbp2BV3ay3CYsXoQ1-Pf7I8fmF5_J1NE3bG4Xw6_>

**ASHA The Clinical Education of Students with Accents** <https://www.asha.org/policy/pi2011-00324/>

**Bloodborne Pathogen Training** <https://in.nau.edu/environmental-health-and-safety/safety-programs/biological-safety/>

**EAO Website** <https://in.nau.edu/eao/>

**Exxat Login** <https://steps.exxat.com/account/login> .

[**Graduate College Academic Policies**](https://www9.nau.edu/policies/Client/IndexPaged?whoIsLooking=1&pertainsTo=1&sortDirection=Descending&page=1)<https://www9.nau.edu/policies/Client/IndexPaged?whoIsLooking=1&pertainsTo=1&sortDirection=Descending&page=1>

**HIPAA Training** <https://in.nau.edu/its/hipaa/>

**NAU Campus Health COVID Information** <https://in.nau.edu/campus-health-services/covid-information/>

**NAU** **Career Advising** <https://in.nau.edu/career/career-advising/>

**NAU CSD Required Forms** <https://nau.edu/csd/forms/>

**NAU SLHC** [**Therapy Room Checkout Tutorial** https://drive.google.com/drive/folders/1ROtM1BbMuZPR6tRmEHOfpU8i4rX\_ea1M](https://drive.google.com/drive/folders/1ROtM1BbMuZPR6tRmEHOfpU8i4rX_ea1M)

**NAU Student Complaint Process** <https://nau.edu/student-affairs/formal-complaints/>

**OSHA Universal Precautions** <https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>