

# Speech-Language Pathology Graduate Clinician Handbook

**The University of Akron**  
College of Health and Human Sciences

**School Director:** James Steiger, Ph.D.

**Speech-Language Pathology Graduate Coordinator:** Charles Carlin, PhD, CCC-SLP

**Distance Learning Coordinator:** Caitlin Perry, MA, CCC-SLP

**Speech-Language Pathology Graduate Coordinator:** Caitlin Perry, MA, CCC-SLP

Website: [www.uakron.edu/sslpa](http://www.uakron.edu/sslpa)

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**Introduction to the University of Akron Speech-Language Pathol saB 8d04-Tw (an)13**

## **Services at the Audiology and Speech Center**

Diagnostic and treatment services are provided at the Audiology and Speech Center by graduate clinician under the supervision of experienced, licensed, and certified clinical instructors. Supervision is carried out in accordance with the guidelines mandated by the American Speech-Language Hearing Association (ASHA) and the Ohio Board of Speech and Hearing Professionals.

### **What services are offered at the Audiology and Speech Center?**

#### **Services Provided:**

- Evaluation and treatment across the lifespan for a wide range of speech and language disorders and differences. Clinics are available for the following:
  - neurogenic disorders resulting from stroke, degenerative disease, and traumatic brain injury
  - voice
  - fluency
  - phonologic/articulation disorders
  - language disorders
  - hearing impairment (auditory-verbal)
  - augmentative-alternative communication
  - auditory processing disorders
- Individual and group speech therapy
- Testing for audiologic and vestibular disorders
- Hearing aid counseling, selecting, dispensing, orientation, rechecks and repairs
- Assistive listening device counseling, selection, and dispensing
- Individual and group audiologic (re)habilitation
- Family counseling and support groups for individuals and/or family members of individuals who have communication disorders

#### **Population Served:**

Children

of staff, and appropriateness for clinical training and research.

**Speech-Language Pathology Clinic Director:** Denise Simcox, MA/CCC-SLP

**Audiology & Speech Center Phone:** (330) 972-6035

**Academic Program Office Phone:** (330) 972-6803

**Fax:** (330) 972-7884

**Goals:**

The specific goals of the Audiology and Speech Center are as follows:

1. To provide appropriate prevention, identification, diagnosis, treatment and/or referral services to individuals with communication disorders or differences
  2. To provide graduate clinicians with a continuum of supervised experiences (e.g. observation, diagnosis, treatment) designed to develop competence in total case management
  3. To train family members of persons with communication disorders to deal effectively with communication disorders in the home
  4. To provide consultative services and act as a resource for local professionals serving persons with communication disorders
  5. To provide information regarding the identification and prevention of communication disorders to local communities
- \* Please note, the Audiology and Speech Center has wheelchairs available for patients to use to transport within the Polsky Building; however, graduate student clinicians, faculty members, and staff are not permitted to assist with wheelchair transfers for patients within the Audiology and Speech Center, unless they are fully trained.

## **Guiding Principles: The ASHA Code of Ethics**

### **What guides the decision making at the Audiology and Speech Center?**

The Code of Ethics of the American Speech-Language Hearing Association serves as the “ground rules” for the professions of speech-language pathology and audiology. The principles encompass: conduct toward the client, the public, and fellow professionals. Graduate clinicians are expected to read and observe the principles of the Code of Ethics in all aspects of clinical practice while enrolled in the program.

The complete ASHA Code of Ethics may be found on the ASHA website  
<http://www.asha.org/Code-of-Ethics/>

# Certificate of Clinical Competence ASHA 2020 Standards

## What are the ASHA standards for certification?

### Overview of the standards:

- Master’s, Doctoral, or another recognized post-baccalaureate degree
- Coursework and clinical work must be completed at an ASHA accredited program. Program must be sufficient in depth and breadth to achieve knowledge and skills outcomes.
- Coursework in statistics and biological, physical, and social/behavioral sciences.
- Knowledge in basic human communication and swallowing processes: biological, neurological, acoustic, psychological, developmental, and linguistic and cultural ba 0 ,80.54 -1.136 (o a)tes.n
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- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet the needs of individuals receiving services.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- Complete administrative and reporting functions necessary to support evaluation.
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## Graduate Clinician Clinic Assignment

### What do I need to know about clinical assignments?

Clinic assignments are made by the Speech-Language Pathology Clinic Director depending upon the graduate clinician's individual training needs as well as upon his/her level of training and competence. **In order to receive an assignment, graduate clinicians MUST be enrolled in the appropriate practicum course(s).**

Graduate clinicians are assigned to clients by their supervising SLPs in order to meet clinic caseload demands as well as to provide experience necessary for certification. Graduate clinicians may be assigned to evening clinics and/or off-campus sites during their graduate practicum experience, if such clinics are scheduled.

**CLINIC ASSIGNMENTS ARE NOT OPTIONAL AND MUST BE A FIRST PRIORITY**  
Clinic scheduling is a complicated process and numerous variables must be considered. It is the graduate clinician's responsibility to arrange employment so that it does NOT interfere with clinical practicum obligations. Any changes in clinical assignments MUST be approved by the Speech-Language Pathology Clinic Director.

A student who declines a clinical rotation that has been secured for them for any reason may be



## **Graduate Clinical Practicum Courses**

**What do I need to know about the Clinical Practicum Program?**

Clinical Practicum

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SLPA:695 (6 credit hours)	Medical Extern	Provides graduate clinicians with an opportunity to extend their academic and clinical training outside the Audiology and Speech Center in a medical setting
SLPA:696 (1 credit hour)	Extern Seminar	This course is designed as a supplement to the Medical Extern experience

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## **Externship Information**

### **What is the purpose of the Externship Experiences?**

The purpose of the medical and school-based externship experiences is to provide graduate clinicians with the opportunity to extend their academic and clinical training outside the setting of The School of Speech-Language Pathology and Audiology.

### **The University of Akron Liaisons to the Extern Sites**

The Medical Externship Coordinator serves as the liaison between the School of Speech-Language Pathology and Audiology and the medical externship sites for the graduate clinicians in Speech-Language Pathology. All matters related to the medical externship experience should be brought to the liaison's attention.

The School Externship Coordinator serves as the liaison between the School of Speech-Language Pathology and Audiology and the school externship sites. All matters related to the school-based externship experience should be brought to the liaison's attention.

### **Graduate Clinician Preparation Prior to Beginning the Externships**

Prior to beginning the externship experiences, graduate clinicians will have successfully completed at least two semesters of graduate academic and clinical coursework and approximately 100-150 hours of clinical experience.

Prior to or concurrently with the externships, graduate clinicians will gain the theoretical base necessary to understand the communication disorders they will be encountering. They will have observed and directly worked with several clients of various ages, presenting a wide range of communication disorder types and levels of severity. Graduate clinicians will have had practical experiences selecting and implementing diagnostics, interventions, data collection, and report writing procedures. Finally, they will have access to resources they can use for clinical decision-making and problem solving. All these basic experiences serve to prepare graduate clinicians for advanced clinical preparation in the university clinic and at the off-campus externship sites.

Each graduate clinician is covered with professional liability insurance provided through the University prior to beginning the extern experience; the fee for this is paid through course fees; this is arranged by the Director of the Center. A copy of the certificate of insurance can be provided upon request.

### **Goals of the Externship Experiences:**

There are several goals to the externship experiences:

1. To gain competency with communication disorders, service delivery models, and practice management procedures that may not be available at The University of Akron
2. To enable graduate clinicians to experience and better understand the demands and responsibilities unique to the particular work settings
3. To provide graduate clinicians with experiences they need for future employment
4. To gain competency working with specific client populations in accordance with ASHA standards



## **School-Based Externship**

### **What do I need to know about the School-Based Externship?**

The school-based externship is designed to give graduate clinicians experience in public school settings. It also enables a graduate clinician to be eligible for licensure by the Ohio Department of Education; this licensure is required of all speech-language pathologists who work in a public-school setting in the State of Ohio. There is a brief application process involved in this placement:

#### **Instructions for completing the school externship paperwork:**

Graduate clinicians will need to complete the School Externship application by the deadline. Instructions for completing the application are available on the SLP Graduate Program Brightspace website.

**Application for the School Externship is the graduate clinician's responsibility.**

**Detailed information regarding the application process, deadlines, and application materials may be found on the Graduate Program's Brightspace site.**

School Externship Handbook is available on the Graduate Program's Brightspace site and the SLP Supervisor site at <https://uakron.edu/sslpa/gslpp/slp-supervisors>

#### **School Externship Coordinator**

Denise Simcox

[dsimcox@uakron.edu](mailto:dsimcox@uakron.edu)

(330) 972-4260

## **Medical Externship**

### **What do I need to know about the Medical Externship?**

Medical externships are designed to give graduate clinicians experience in medical settings. These settings may include: skilled nursing, rehabilitation, acute care, and home health care. It is a requirement of ASHA that graduate clinicians get experience across the lifespan and across disability areas. There is a brief application process involved in this placement:

### **Instructions for completing the medical externship paperwork**

Graduate clinicians will need to complete the Medical Externship application by the deadline. Instructions for completing the application are available on the SLP Graduate Program Brightspace website.

**Application for the Medical Externship is the graduate clinician's responsibility.**

**Detailed information regarding the application process, deadlines, and application materials may be found on the Graduate Program's Brightspace site.**

Medical Externship Handbook is available on the Graduate Program's Brightspace site and the SLP Supervisor site at <https://uakron.edu/sslpa/gslpp/slp-supervisors>

### **Medical Externship Coordinator**

Denise Simcox, M.A., CCC-SLP

330-972-4260

[dsimcox@uakron.edu](mailto:dsimcox@uakron.edu)



## Preferred Practice Patterns

### What are the *preferred practice patterns*?

Clinical Instructors and Graduate Clinicians are expected to follow and reference *Preferred Practice Patterns of the Profession of Speech-Language Pathology* as outlined by the American Speech-Language Hearing Association (2004) and available at <https://www.asha.org/policy/pp2004-00191/>

Preferred Practice Patterns define universally applicable characteristics of the activities directed towards the recipients of audiology and speech-language pathology services.

Components of Preferred Practice Patterns describe EACH diagnostic or therapeutic procedure:

- Professionals who perform the procedure(s)
- Support personnel who perform procedure(s)
- Expected outcomes
- Clinical indications
- Clinical processes
- Setting/equipment specifications
- Safety and health precautions

## **Obtaining and Documenting Clinical Clock Hours**

### **What are ASHA's standards for obtaining and documenting clinical clock hours for certification in Speech-Language Pathology and Audiology?**

The graduate clinician is required to log the amount of time spent participating in direct client contact. These clock hours are tracked in the on-line management system, Calipso at <https://www.calipsoclient.com/uakron/account/login>. This system helps to keep accurate records of graduate clinicians' clinical hours that are maintained for graduation, for ASHA certification and state licensure purposes. Graduate clinicians receive instructions on using the Calipso management system when they enter our graduate program.

Prior to supervising a graduate clinician, each supervisor will be emailed instructions and a one-time PIN to register for his/her free supervisor account. Once a supervising SLP has registered,

- Audiologic screening (i.e. pure-tone air conduction screening and testing, and screening tympanometry) for the purpose of the initial identification and/or referral of individuals with other communication disorders or possible middle ear pathology
- Management of children and adults with central auditory processing disorders

Persons holding the CCC-A may supervise:

- Audiologic evaluation/assessment
- Intervention for central auditory processing disorders
- Amplification (hearing aid selection and management)
- Speech and/or language screening for the purpose of initial identification of individuals who may have other communication disorders
- Aural habilitation and rehabilitation services
- Evaluation and management of children and adults with central auditory processing disorders

### **How do graduate clinicians keep track of *clinical clock hours*?**

Graduate clinicians are required to log the amount of time spent participating in direct client contact. These clock hours are tracked by a web-based program, Calipso. Graduate clinicians are required to enter their clock hours information into this system and monitor it to assure that their clock hours are collected and they are approved by their supervisor.



- Religious holidays/observation
  - No make-up day required
- Other reasons approved by the supervisor and clinic/program coordinator

Any additional, unapproved absences not classified within this policy or excessive absences may result in an In Progress grade/extension of placement or letter grade reduction. In addition, failure to follow the notification procedure outlined in this policy may also result in a letter grade reduction and is at discretion of the faculty. Students should not attempt to negotiate days off with their supervisors. This will be seen as unprofessional behavior and will be reflected in the student's grade and/or demonstrate need for a support plan in professionalism.

**Supervising SLP absence:** Graduate clinicians cannot provide direct services unless a licensed/certified SLP is on the premises. If a supervising SLP is going to be absent, the graduate clinician should only attend his/her externship if alternative arrangements have been made in advance. Arrangements may include completing observations, paperwork, or projects related to the externship. Make-up days are scheduled according to the supervisor's discretion.

**Identification:**

Clinicians are required to wear a Zip Card name badge at ALL times while working with clients in the Audiology and Speech Center, so that clients, family, and staff members may be able to easily identify them. Zip Cards will also be required to use in our swipe card security lock on the Waiting Room inner door; see the Clinic Administrative Assistant to get your badge registered. Graduate clinicians are encouraged to keep their badges for the entire time they are enrolled in the program.

**Dress, Grooming, and Appearance:**

Graduate clinicians are expected to dress for evaluations and therapy in an appropriate, professional manner, i.e. in attire appropriate to any place of business. Clothing which is either too casual or too dressy, i.e. shorts, sundresses, very short skirts, jeans, tee-shirts, sweatshirts, party wear, see-through clothing, etc., is out of place in a clinical work environment. In general, a clean, neat pair of pants, a dress, a skirt, together with a blouse, shirt, jacket or sweater is considered to be appropriate. Bare midriffs, plunging necklines and low-rise pants are not allowed. Makeup, jewelry, and hair color should be tasteful. If you have an obvious body piercing or tattoo, remove it or cover it while you are in the Center. Certain clinical sites have specific dress codes that you must follow; your Clinical Instructor will give you this information. If you have any questions about the matter of dress, consult with your Clinical Instructor.

**Lab Coats:**

Graduate clinicians are not required to own a lab coat; however, they are available as



## **Clinical Supervision Guidelines**

### **What are the clinical supervision requirements for graduate clinicians?**

**ASHA Standard V-E:** Supervision of graduate clinicians 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 post-certification, 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 graduate clinician's knowledge, skills, and experience; must not be less than 25% of the graduate clinician'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.

It is understood that in a clinical training program, clinical supervision takes place according to the training level and individual needs of each graduate clinician and each client served. ASHA standards specify a minimum of 25% supervision; however, clinical supervision time must be adjusted accordingly for beginning clinicians and adjusted as the graduate clinician become more independent.

Supervision provided at the Audiology and Speech Center will be provided according to the Speech-Language Pathology Supervision Policy.

### **How are graduate clinicians graded for clinic?**

#### **Evaluation and Grades:**

At midterm and final, students should complete a self-evaluation on Calipso prior to meeting with their supervisor. They should print the evaluation and take it to the meeting with them. Ac.002 Tw 0. (g)JT







## **Student Summative Assessment**

All candidates for the Master of Arts in Speech-Language Pathology must complete and pass an end of program comprehensive examination of learning outcomes, including acquisition of knowledge and skills, at the culmination of course work and at the culmination of the program. Content If a student fails to achieve a grade of 80% or higher, then the student will be offered a “retake” opportunity within 2 weeks. The “retake” opportunity will be centered on the areas in which the student did not achieve competency (i.e., 80% or higher). In order to focus the student’s preparation of the “retake”, the graduate program coordinator will provide the student with guidance on areas to

## **The Code of Student Conduct**

It is each student's responsibility to know what constitutes academic misconduct. The Code of Student Conduct defines academic misconduct as any activity that compromises the academic integrity of the student and university and undermines the educational process. Academic misconduct includes but is not limited to cheating, plagiarism, and/or engaging in any behavior specifically prohibited by a faculty member in the course syllabus or during class discussion. Allegations of academic misconduct will be resolved following the [academic misconduct procedure](#) outlined in the [Code of Student Conduct](#). For additional information or resources concerning academic misconduct or the Code of Student Conduct please contact the Department of Student Conduct and Community Standards by phone at (330) 972-6380, by email at [studentconduct@uakron.edu](mailto:studentconduct@uakron.edu), or online at [www.uakron.edu/studentconduct](http://www.uakron.edu/studentconduct)

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## **Current UA Graduate School Grade/Dismissal Policies: Graduate Bulletin**

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>

### **Grades:**

A graduate clinician admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00="A") at all times. Students must obtain an overall grade of B- or higher for all degree courses, advanced clinical practica, and externships. If a student is not able to obtain an overall grade of B- or higher, then the course advanced clinical practica, or externship must be retaken, which may delay graduation.

### **Probation and Dismissal:**

Any graduate clinician whose cumulative graduate grade-point average falls below 3.00 will be placed on probation and is no longer in good standing. In consultation with the college or department, as appropriate, the de. colhe Graduate School will dismiss full-time graduate clinicians who do not return to good academic standing within two consecutive semesters (excluding summers) and part-time graduate clinicians who do not return to good academic standing within the attempting oldditional credits. For the purpose (c)4 (ol)-. dministration olhe ll-time and part-time provisions olhis policy, ll- time and part-



## **Orientation to the Audiology and Speech Center**

### **Graduate Clinician Contact Information:**

It is essential that accurate home address, e-mail address, and home/cell phone numbers are filed in MyAkron and with the Graduate Coordinator. If your address, phone number, or e-mail address changes, it is the graduate clinician's responsibility to update this information with the Academic Administrative Assistant, the Graduate Coordinator and all clinical supervisors.

### **Graduate Clinician Mailboxes:**

Each graduate clinician is assigned a graduate clinician mailbox at the beginning of the academic year by the School's Administrative Assistant. Graduate clinician mailboxes are located in the Graduate Room. Clinic information may be put in the graduate clinician's mailbox. It is **imperative** that graduate clinicians check their mailboxes for information related to clinic matters.

## Technical Standards

### What are the technical standards?

The technical standards of the University of Akron School of Speech-Language Pathology and Audiology & Audiology and Speech Center reflect the essential qualities and abilities that are considered necessary to a student's academic and clinical performance. Once admitted, ability to meet these technical standards must be maintained throughout a student's progress in the graduate program. In the event that, during training, a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program.

The Master of Arts in Speech-Language Pathology is designed to prepare students to enter the profession as a generalist with skills, knowledge, and ability to perform successfully all the required functions associated with the role of an entry-level speech-language pathologist. In keeping with applicable federal and state law regarding disabilities and our program philosophy, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully the skills necessary to fulfill the role of a speech-language pathologist. **If a student has a disability that they feel may require special accommodation to perform any of the tasks identified as essential to the clinical practice of speech-language pathology, it is the student's responsibility to inform the Office of Accessibility so**

- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients/patients, caregivers, and other persons served.
- Communicate professionally and intelligibly with clients/patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

## **2. Sensory/Observation Skills**



- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan
- Solve problems, reason, analyze, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic plan implementation when analyzing complex patient problems.
- Reflect on clinical and academic performance and self assess performance accurately.
- Utilize appropriate and effective spoken, written and non-verbal communication. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

#### 5. **Affective/Behavioral/Social Skills**

A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others
- Demonstrate appreciation and respect for individual, social, and cultural differences in fellow students, colleagues, staff, and patients.
- Demonstrate appropriate behaviors, to protect the safety and well-being of clients/patients and classmates.
- Possess and demonstrate empathy, and demonstrate commitment to the role of health care provider.
- Demonstrate ability to appropriately handle situations that may be emotionally, physically, or intellectually stressful.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.
- Manage the use of time effectively to complete professional and technical tasks within a realistic time constraints
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors
- Dress appropriately and professionally
- Demonstrate honesty, integrity, and professionalism.
- Maintain confidentiality of patient information.
- Provide services to all clients/patients regardless of sex, sexual orientation, race, color, religion, age, handicap, status as a veteran, political affiliation, socioeconomic status, or national or ethnic origin.

Continuation in the graduate program will be contingent on the student's verification that they understand and meet these technical standards either with or without accommodation. **Students who may have a disability and believe they can meet the technical standards with**

considered necessary to a student's academic and clinical performance. Ability to meet these technical standards must be maintained throughout a student's progress throughout the graduate program. The technical standards are tied to all academic and clinical coursework and are included in the syllabi of all faculty.

***These standards were approved by the faculty of the School of Speech-Language Pathology & Audiology in the Spring 2018.***

If an area of concern arises with a student regarding violation of any Technical Standard(s), the following steps will be taken:

- The issue of a suspected violation may be raised by the following sources: faculty, supervisors, staff, clients/patients, caregivers, or fellow student(s). This concern should be submitted in writing to the School Director of The University of Akron.
- A conference to discuss this concern will be held with the student, the School Director, the Graduate Coordinator and/or Clinic Director, academic advisor, and any other appropriate faculty members/preceptors.  
Factual information, such as but not limited to supervisor evaluations, grades, written incident reports that document date/time/place, written statements of individuals, or written witness accounts will be provided regarding the concern. The factual information required will be decided upon on a case by case basis.
- If the committee determines that a violation has occurred, a written warning will be issued to the student, along with a support plan to remediate the issue. This plan will be signed by the student and Graduate Coordinator and/or Clinic Director, indicating that the student agrees to the plan. The student will be given the opportunity to provide a written response regarding the concern; the written response must be submitted within one month of the issuance of the written warning.
- If a student disagrees with the initiation of the plan, refuses to participate in, or fails to agree to the terms of the plan, the student may be disciplined, which may include dismissal from the program.
  - If it is determined at any point in the process that no violation has occurred, or the concern is unfounded, then no action will be taken. Documentation to this effect will be placed in the student's file.
- Copies of the developed support plan will go to the School Director, the Graduate Coordinator and/or Clinic Director, the student's academic advisor, and to the student's permanent file.
- A follow-up conference or conferences will be scheduled, with the date for completion included in the plan. This follow-up conference will be held no later than one year0.[(h)-4 (el)-6 (d)]; 0 T

- Education/Counseling
- Remediation
- Referral to Student Judicial Affairs
- Dismissal from the program
- Contacting appropriate authorities
- At any time if it is determined by the faculty that a student's behavior poses a risk to the health or safety of clients/patients, faculty, supervisors, staff or fellow students, the case will be referred by the School Director to the Office of Judicial Affairs. The Dean of the College of Health Professions will be notified of this referral.





## **Specialized Training Requirements**

- When discussing PHI with anyone, lower your voice, or move to a quiet area if possible, to avoid being overheard.
- Don't discuss patients, their treatment, or their PHI outside of work. You never know who may be listening. Universal Precautions for Infection Control

### **What procedures are utilized for infection control in the Audiology and Speech Center?**

#### **Personal Protection:**

WASH HANDS when arriving on duty for clinical practicum activities, before leaving, before and after eating, after using the restroom, between clients, before handling clean supplies, after handling dirty items, and as needed.

Use gloves when handling blood, saliva, cerumen, and any other body fluids and/or anytime you are in contact with mucous membranes or broken skin.

Wear a cover if any clothing is likely to be soiled.

Use face protection if spraying is possible.

Wear a mask for suspect respiratory illnesses.

#### **Treatment Rooms and Materials:**

Each treatment room is equipped with Infection Control materials including: gloves, alcohol wipes, hand sanitizer, tissues, disinfecting wipes, and paper towels.

Clean all surfaces and materials with disinfectant solution after each session. This includes but is not limited to the following: tables, chairs, windows, doorknobs, light switches, mirrors, treatment/diagnostic materials, and toys.

Throw away all contaminated material including tissues, tongue blades, cups, q-tips, gloves, therapy materials etc.

Become familiar with standard precautions taken at various work sites and share these procedures with your clinical instructors and fellow graduate clinicians.





## Health Forms

### **What do I need to know about health forms, TB tests, and immunizations?**

Graduate clinicians entering our graduate programs are expected to comply with all health requirements. This includes a physical examination by a State of Ohio licensed physician, current tuberculosis (TB) test, and updated immunizations as required by [State Board of Law, Spec 4\(m\)-2 \(i\)-2 \(nm\)](#)



## Therapy Materials

### Where can I find therapy materials?

Graduate clinicians can get therapy materials from the following places:

#### **Pediatric Resource Room:**

Pediatric treatment items are provided in room 183A for graduate clinicians to use with clients in the Audiology and Speech Center. Items taken from the pediatric resource room **MUST** be signed out. The sign-up sheet is located on the work desk. Graduate clinicians can find a variety of craft materials, therapy manuals, and various educational and functional toys to use with their clients. All materials are organized by subject and labeled with a colored sticker that corresponds with a section of the Resource Room. Please return materials to the correct location.

## **Billing and Billing Codes**

### **How do we bill for speech and hearing services and products?**

Clients are billed on a fee-for-service basis at the Audiology and Speech Center. Each time a service is rendered it is documented on a Super Bill, billing sheet, which reflects current standard terminology (ICD codes, CPT codes, G codes and modifiers) and protocol for billing purposes.

Graduate clinicians assist in the billing process by assuring that each Super Bill is filled out accurately, by obtaining



## Student Procedures for Filing a Complaint

At the University of Akron, students have certain rights and responsibilities as stated in The University of Akron Bylaws (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. Pursuant to these rights and responsibilities, the following policy sets forth procedures for students in the School of Speech-Language Pathology and Audiology to follow in order to receive a fair hearing and equity in the resolution of complaints related to their affiliation with the School. To expedite a resolution, the procedure is designed to be initiated at the level closest to the issue. In many instances, the student will achieve this resolution through communication with a faculty member or program advisor. However, other levels may be incrementally involved to assist the student. **To assure that a problem is fully explored, complaints that reach the School Director level are entered into a log and tracked through final disposition.**

### Level I: Program/Faculty Advisor

The appeal may be made verbally or in writing. Seek resolution of a concern or complaint at the level of occurrence. (Example: A course-related complaint [e.g., assignment, activity, or grade] must be discussed with the instructor prior to requesting intervention by a school director.)

### Level II: School Director

**The appeal must be made in writing using the Student Complaint Form.** Consider an initial resolution of a complaint at a level above the level of occurrence when there is concern with the potential for reprisal if resolution is attempted at the level of occurrence. (Example: If the student wishes clarification of his/her rights and fears reprisal if approaching the instructor directly with the complaint, initial inquiry can be made to the School Director.)

Consider appealing the resolution to the complaint rendered at the level of occurrence. (Example: A student can provide documentation or information that significantly questions the appropriateness of the resolution at the level of occurrence and believes the complaint requires involvement of a neutral, third party. In example #1 above, the student would appeal the decision made by the faculty member or advisor to the School Director.)

### Level III: College Level – Associate Dean for Academic Affairs

For an appeal to be addressed at this level, it must be accompanied by the completed Student Complaint Form, signed by the School Director. At the College of Health Professions level,

should follow specific procedures set forth in The University of Akron Bylaws section 3359-13. Complaints evolving from serious student misconduct may be directed to the Assistant Provost and Dean of Students.

Should the student desire, he/she may also contact

**American Speech-Language-Hearing Association: Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).**

**Website:** <http://www.asha.org/academic/accreditation/accredmanual/section8>

**Contact Information:**

**STUDENT COMPLAINT FORM**  
**The University of Akron College of Health Professions**  
**School of Speech-Language Pathology and Audiology**

Date: \_\_\_\_\_ Student ID: \_\_\_\_\_

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_ Zip: \_\_\_\_\_

Course: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

School Director: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

1. If this complaint involves an instructor or supervisor have you sought resolution with that individual? \_\_\_\_\_  
I have \_\_\_\_\_ I have not \_\_\_\_\_

2. Detailed description of the complaint (use a second page, if necessary):

Graduate clinician Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SCHOOL LEVEL**

Action:

School Director Signature \_\_\_\_\_ Date: \_\_\_\_\_



## **Family Educational Rights and Privacy Act (FERPA)**

**What do I need to do if I want The University of Akron to**

The University of Akron  
Akron, Ohio 44325  
330-972-7111

**Authorization for Release of Information**

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
STUDENT ID: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
TELEPHONE NUMBER: \_\_\_\_\_

I, \_\_\_\_\_, authorize The University of Akron  
to release the following records (indicate records or types of records to be released),

\_\_\_\_\_ to the following individuals or organizations (name & address of  
persons/organizations to receive information) \_\_\_\_\_

\_\_\_\_\_ for the purpose of \_\_\_\_\_.

Confidentiality of academic records is protected by the Family Educational Rights and Privacy Act. To the extent it is applicable, FERPA may protect the records being released pursuant to this request. Any person/facility receiving authorized information may not further disclose such information without the written consent of the person to whom it pertains.

I understand that I can revoke this authorization at any time by providing written notice to the person/facility to whom I have instructed to release the information. I understand also that any information released prior to revocation cannot be retrieved and neither the person/facility releasing, nor the person/facility receiving the information will be held responsible for such.

I hereby release The University of Akron, and its employees and agents from all legal responsibilities or  
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## Professional Organizations

### What do I need to know about professional organizations?

There are several organizations graduate clinicians can join for professional growth and development.

#### **NSSLHA:**

NSSLHA is the National Graduate clinician Speech-Language Hearing Association. It was founded in 1972 and serves as the national organization for graduate and undergraduate graduate clinicians interested in the study of normal and disordered communication. It is the only official graduate clinician association recognized by ASHA. To become a member, contact Mrs. Jenna Day at [jday@uakron.edu](mailto:jday@uakron.edu), web site: [www.nsshla.org](http://www.nsshla.org).

#### **OSLHA:**

The Ohio Speech-Language-Hearing Association serves the needs of Audiologists and Speech-Language Pathologists in the state of Ohio by providing support for professional growth, public opportunities, awareness, and advocacy of issues related to the highest quality of care for the individuals they serve. To become a member, graduate clinicians can contact OSLHA.

#### **Ohio Speech-Language-Hearing Association (OSHLA)**

Phone: (806) 888-1111

## Important University of Akron Contact Information

Audiology and Speech Center Front Desk	330-972-6035
Audiology and Speech Center fax	330-972-7884
Audiology and Speech Center Billing Coordinator	330-972-5894

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**Other Important Contacts:**

**School of Speech-Language Pathology and Audiology Director**

Dr. James Steiger  
steiger@uakron.edu  
Room: 181D  
Phone: 330-972-8190

**School of School of Speech-Language Pathology and Audiology Academic Office**

Susan Scheks, Administrative Assistant  
[sas@uakron.edu](mailto:sas@uakron.edu)  
Room 181C  
Phone: 330-972-6803

**Audiology and Speech Center**

Phone: 330-972-6035  
Fax: (330) 972-7884

**Audiology and Speech Center Business Office**

Judy Horn, Billing Coordinator  
[jkh39@uakron.edu](mailto:jkh39@uakron.edu)  
Room 181A  
Phone: 330-972-5894

**Speech-Language Pathology Clinic Director**

Denise Simcox  
[dsimcox@uakron.edu](mailto:dsimcox@uakron.edu)  
Room: 182J  
Phone: 330-972-4260

**Speech-Language Pathology Graduate Coordinator**

Dr. Chuck Carlin

## Emergency Procedures

What are the emergency procedures?

**Fire or other evacuation(s):**  
**The following evacuation**

2 - e r /



Fill out an **Incident Report Form** and submit to the Director of the Audiology and Speech Center who will copy it for the client's or graduate clinician's file and document on their contact sheet when appropriate.

**Utility Emergencies:**

In the event of loss of primary power, the emergency generator will take over selected lighting and other building services. If it is determined that the outage will be extensive, power will be off for an extended period of time, or the emergency generator malfunctions, evacuation of the building will be necessary. If the loss of building utilities forces the closing of the facility, announcements or notifications will be made. All occupants should secure their areas, collect their belongings, lock their offices, and proceed to leave the building. In the event the building is closed, notices will be posted at all entrance doors. If services or classes are rescheduled to other facilities, this notice will also be posted at all entrance doors. **Emergency information is available by dialing (330) 972-7669/ (330) 972-SNOW.**

**Class Cancellation:**

A class cancellation will include all day and evening classes. Non-teaching employees, i.e. administration and staff, are to report to work.

**University Closed:**

If the University is closed, only designated University EU-5 (i)-6 (i)-16 (a)-(c) and 17 (a)-(c) employees are to report to work.



