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DEPARTMENT *of* AUDIOLOGY &  
SPEECH-LANGUAGE PATHOLOGY  
College of Clinical and Rehabilitative Health Sciences

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EAST TENNESSEE STATE UNIVERSITY

**GRADUATE HANDBOOK**  
***SPEECH-LANGUAGE PATHOLOGY***

**2023-2024**

# Table of Contents

## Table of Contents

<i>Speech-Language Pathology Faculty</i> .....	4
<i>Speech-Language Pathology Clinical Faculty</i> .....	5
<i>Adjunct Faculty</i> .....	5
<i>Clinic Office Staff</i> .....	5
<b>CURRICULUM</b> .....	6
<i>Speech-Language Pathology- Incoming Class of Fall 2023- Program of Study</i> .....	6
<b>ACADEMIC REQUIREMENTS</b> .....	7
<i>Requirements for Graduate Matriculation</i> .....	7
<i>Didactic Course Requirements</i> .....	7
<i>Course Grades</i> .....	7
<i>Culminating experience</i> .....	7
<i>Thesis</i> .....	7
<i>Departmental Criteria</i> .....	7
<i>Prospectus Preparation</i> .....	8
<i>Prospectus Meeting</i> .....	8
<i>Individual Thesis Timelines</i> .....	8
<i>Manuscript Preparation/Distribution to Committee</i> .....	9
<i>Oral Thesis Defense</i> .....	9
<i>Important Resources</i> .....	9
<i>ETSU Registrar Dates</i> .....	9
<b>Comprehensive Exams</b> .....	9
<i>Eligibility</i> .....	10
<i>Comprehensive Examination Grading</i> .....	10
<i>Written Examination</i> .....	10
<i>Oral Examination</i> .....	11
<i>Timeline for Comprehensive Examination, Spring Graduation 2025</i> .....	13
<b>Praxis</b> .....	13
<i>Advising</i> .....	13
<i>Retention and Graduation Requirements</i> .....	13
<i>Academic Probation</i> .....	14
<i>Remediation Plan</i> .....	15
<i>Mid-Program Evaluation for Students</i> .....	15
<i>Academic Dishonesty and Misconduct</i> .....	15

<i>Zoom etiquette</i> .....	16
<b>CLINICAL REQUIREMENTS</b> .....	<b>17</b>
<b>General Clinic Information</b> .....	<b>17</b>
<i>Clinic Orientation</i> .....	17
<i>E-Mail</i> .....	18
<i>Name Badges/ID</i> .....	18
<i>Student Workroom</i> .....	18
<i>CALIPSO Documentation</i> .....	18
<i>Clinical Assignments</i> .....	20
<b>Clinical Procedures for SLP Practicum</b> .....	<b>22</b>
<i>General dress code rules</i> .....	22
<i>ETSU ASLP Clinical Attendance Guidelines</i> .....	23
<i>ETSU Speech-Language-Hearing Clinic Infection Control Procedures</i> .....	24
<i>Illness/Injury Report Form</i> .....	25
<i>Experiences</i> .....	25
<i>Clinical Observation</i> .....	26
<i>Teaching Clinics</i> .....	26
<i>Speech-Language Evaluations</i> .....	26
<i>Conferences with Parents and Supervisors</i> .....	27
<i>Simucase</i> .....	27
<i>On-Campus Scheduling Procedures</i> .....	27
<i>Clinician-Initiated Therapy Cancellation Procedures</i> .....	28
<i>Clinical Documentation</i> .....	28
<i>Client Records</i> .....	28
<i>End of Semester Responsibilities</i> .....	29
<i>Clinical Hours</i> .....	30
<i>Clinical Clock Hours Requirements for SLP Certification in Speech-Language Pathology for ETSU</i> .....	31
<i>General Considerations for Clinical Hours</i> .....	32
<i>Teacher Licensure</i> .....	33
<i>Licensure</i> .....	33
<b>Evaluation of Student Clinicians</b> .....	<b>33</b>
<i>Evaluation of Students Conducting Therapy in Internal and External Practicum</i> .....	33
<i>Clinic Grading-Clinic Probation/Remediation Policy and Procedures</i> .....	34
<b>Clinical Practicum In The University Clinic</b> .....	<b>35</b>
<i>Multicultural Considerations in Clinical Practicum</i> .....	35
<i>Addressing Other Professionals and Clients</i> .....	35
<b>University Resources:</b> .....	<b>37</b>
<b>APPENDICES</b> .....	<b>38</b>
<b>Appendix A - ETSU M.S-SLP Student Thesis Benchmarks and Deadlines</b> .....	<b>38</b>
<b>Appendix C- Oral Comprehensive Examination Rubric</b> .....	<b>43</b>

## FACULTY

The faculty of Audiology and Speech-Language Pathology covers a diverse field of specialties within speech-language pathology and audiology. The faculty is here to share current knowledge of human communication sciences and disorders. To facilitate this process, it is necessary that you actively engage in study and interaction with your advisor as well as the entire graduate faculty. The faculty and their areas of specialty are provided below.

### *Speech-Language Pathology Faculty*

Faculty	Area of Specialty
Bess Sirmon-Taylor, Ph.D., CCC-SLP Chair, Professor, SLP Program Director University of Georgia, 2006	TBI and Concussion, Language and Mental Illness, Ethics, Legislation and Policy
Teresa Boggs, Ph.D., CCC-SLP, Associate Professor, East Tennessee State University, 1991	Child Language Disorders, Language and Literacy, Autism Spectrum Disorders, Feeding Disorders, Clinical Supervision, Parent Training
Chaya Guntupalli, Ph.D., CCC-SLP, Professor, University of Pittsburgh, 2013	Voice Disorders, Preventative Voice Care, Speech Science, Research Methods, Fluency
Martha Sherrill, Ph.D., CCC-CLP, Assistant Professor, University of Illinois at Urbana-Champaign, 2018	Dysphagia, Adult Language Disorders, Neuro Bases of Cognition and Communication, Motor Speech Disorders
A. Lynn Williams, Ph.D., CCC-SLP, Professor, Interim Dean CCRHS, Indiana University, 1988	Phonology and Child Language Disorders, IPE, Professional Issues Advocacy
Brenda Louw, D. Phil, Professor Emerita, University of Pretoria, South Africa, 1986	Cleft Palate, Early Language Intervention, Multicultural and Multilingual Issues
Kerry Proctor-Williams, Ph.D., CCC-SLP Professor Emerita, University of Kansas, 2005	Child Language Development and Disorders, Intervention Approaches, IPE

***Speech-Language Pathology Clinical Faculty***

<b>Faculty</b>	<b>Area of Specialty</b>
Lindsay Greer, M.S. CCC-SLP, Clinic Coordinator East Tennessee State University, 2009	Pediatric Feeding Disorders, Pediatric Language Disorders, Clinical Supervision
Courtney Andrews, M.A. CCC-SLP Louisiana State University, 2012	Adult Neurodegenerative Disorders, Concussion Management, Clinical Supervision
Kristy Eisenzopf, M.Ed., CCC-SLP Valdosta State University, 2001	Pediatric Neurogenic Disorders, AAC, Cleft Lip & Palate, Reading and Writing Disorders, Clinical Supervision
Marie Fillers Johnson, M.S. CCC-SLP, LSLS Cert. AVT East Tennessee State University, 2010	Language Disorders of Children, Aural Rehabilitation, Clinical Supervision
Jennifer Quillen, M.S. CCC-SLP East Tennessee State University, 2003	Pediatric Speech and Language Disorders, Social Skills Group, Clinical Supervision

***Adjunct Faculty***

<b>Faculty</b>	<b>Area of Specialty</b>
Samantha Wampler, M.S. CCC-SLP ETSU	School Aged Children- SSD, Language Disorders, IEP for school
Kristie Calvin, Ph.D Arizona State University	Language Disorders, Reading Comprehension, Special Education, Literacy and Bilingual Learners
Heather Smith, M.S. CCC-SLP ETSU	Adult Speech and Language Disorders, Voice Disorders, Vocal Performance

***Clinic Office Staff***

<b>Faculty</b>	<b>Contact Information</b>
Freda Buck Clinic Office Manager	423-439-4584 buckfm@etsu.edu
Janine Weeks	423-439-5070 weeksj@etsu.edu
Adam Williams	423-439-4355 williamsap1@etsu.edu

# CURRICULUM

## *Speech-Language Pathology- Incoming Class of Fall 2023- Program of Study*

### CORE COURSES (29 hours)

Course Number	Course Name	Credit hours	Semester
SPLP 5010	Neuro Bases of Cog & Comm	3	Fall 1
SPLP 5015	Language Disorders in Children	3	Fall 1
SPLP 5025	Clinical Phonology	3	Fall 1
SPLP 5400	Research Methods	3	Fall 1
SPLP 5040	Adult Language Disorders	3	Spring 1
SPLP 5045	Dysphagia	3	Spring 1
SPLP 5275	Dysphagia Lab	1	Spring 1
SPLP 5070	Voice Disorders	3	Spring 1
SPLP 5285	Voice Lab	1	Spring 1
SPLP 5035	Motor Speech Disorders	3	Fall 2
SPLP 5030	Fluency	3	Fall 2

### ELECTIVES (15 hours)

Course Number	Course Name	Credit Hours	Semester
SPLP 5295	Counseling in CDIS	3	Summer 1
SPLP 5200	Language Disorders- School Age	3	Summer 1
SPLP 5250	Challenges in ASD	3	Fall 2
SPLP 5290	Adv. Adult Neuro Disorders	3	Fall 2
SPLP 6300	Audiologic Rehab	3	Spring 2
SPLP 5240	Pediatric Organic Disorders	3	Spring 2
SPLP 5280	Language & Literacy Disorder	3	Spring 2
SPLP 5620	SLP Clinic- Child Evaluation/Treatment	3	
SPLP 5640	SLP Clinic- Adult Language/Treatment	3	
SPLP 5960	Thesis	6	Fall/Spring 2

### CLINIC COURSES (min 16 hours, sign one for each semester)-

Professional Seminar part of clinical course- MANDATORY ATTENDANCE

Course Number	Course Name	Credit Hours
SPLP 5620	SLP Clinic- Child Evaluation/Treatment	3
SPLP 5640	SLP Clinic- Adult Language/Treatment	3
SPLP 5670	SLP Clinic: Advanced (repeatable)	3
SPLP 5690	Externship: SLP	6
SPLP 5510	AUD Clinic for SLP	1

# ACADEMIC REQUIREMENTS

## *Requirements for Graduate Matriculation*

Specific course and degree requirements for areas of graduate study (i.e., MS in Speech-Language Pathology Program) leading to a master's degree must be met. See: [https://catalog.etsu.edu/preview\\_program.php?catoid=51&poid=15677&returnto=2480](https://catalog.etsu.edu/preview_program.php?catoid=51&poid=15677&returnto=2480)

## *Didactic Course Requirements*

All students are required to complete the required 29 credit hours of core courses and 15 credit hours of electives. Masters in Speech-Language Pathology offers two options, a thesis option and a non-thesis option. See below for details under thesis and comprehensive examination.

## *Course Grades*

All students are expected to have a minimum 3.0 GPA in the graduate program. A student with a grade of less than B will need to repeat the course during the semester it is offered. See information (p.14) on retention and graduation requirements regarding academic probation when grades are not met.

## *Culminating experience*

Each student is also required to pass a culminating experience. For thesis students, their written thesis and oral defense will serve as the culminating experience. For the non-thesis students, comprehensive exams will serve as the culminating experience.

## *Thesis*

The thesis option is offered in speech-language pathology. This option provides students with the opportunity to develop and execute a research project with mentoring by their faculty committee. Guidance is given by the faculty advisor through all phases of a research project, from the development of the research topic and exploration of the relevant literature through development of methodology and analysis and interpretation of finding. The thesis requires a considerable commitment to writing and independence in meeting deadlines and should be undertaken with advice from and commitment of the faculty.

Candidates for a Master's degree with a thesis option must continue to register each semester (minimum of one hour) from the time of the initial registration for CDIS 5960 Thesis until the thesis is accepted by the College of Graduate and Continuing Studies. No less than three credit hours or more than six credit hours of thesis may be applied toward the Master's degree.

## *Departmental Criteria*

Student electing a thesis option must meet the following departmental criteria:

1. Graduate GPA of 3.50
2. Completion of CDIS 5400 Research Methods or equivalent with a grade of "A"
3. Development of a viable research project
4. See additional instructions in appendix on Student thesis benchmarks and timelines

Students must submit a committee appointment form using this dynamics form ([Committee Appointment Form](#)). The application due date is June of the first year for graduation in May of the second year.

### ***Prospectus Preparation***

The prospectus is developed with assistance from the student's thesis advisor. The prospectus is a means for the student to present his/her proposed research project to the advisory committee. The prospectus generally is comprised of two or three chapters that: (1) review the relevant literature; (2) present the research topic; and (3) present the participant description, procedures and data analyses techniques to be used in the project. The first chapter generally outlines the purpose of the research and rationale for the project based on published research. This chapter may be divided into two chapters at the discretion of the faculty advisor: (1) statement of the problem; and (2) review of literature. The second chapter provides a detailed description of the methodology to be used in the study in sufficient detail for the committee to understand what procedures will be used to answer the research questions. For most students, this is the first experience with developing a project, so drafts of these chapters are given to the advisor for review and comments. Through this process of review and modification of the drafts, the student will refine his/her proposal and make it understandable for the rest of the committee. The prospectus will be ready to present to the committee when the student's advisor determines that the written proposal is complete and clearly written.

### ***Prospectus Meeting***

The prospectus meeting is an opportunity for the student to present the proposed research. The committee should receive a copy of the prospectus one to two weeks prior to the meeting to allow sufficient time to read the proposal. The meeting is generally scheduled for one hour. In the first 20-25 minutes, the student will present a summary of the purpose of the study, relevant literature and methodology to be used. Generally, PowerPoint is used to present a short summary of the project without going into great detail. Following the presentation, the committee will ask questions regarding the proposal and there will be discussion of issues pertinent to the project. The committee may recommend changes in methodology and/or the written manuscript. These comments and questions are intended to improve the project *before* it is executed. Following the prospectus meeting, the student will proceed to the data collection phase.

### ***Individual Thesis Timelines***

The Graduate School catalog indicates the relevant deadlines for thesis submission. Additionally, a list of deadlines appears in the Graduate School Thesis Manual. Students considering a thesis should obtain and read the Thesis Manual sometime early in their second semester (ideally by the start of their second semester). See additional instructions in Appendix A on Student Thesis Benchmarks and Timelines.



### ***Manuscript Preparation/Distribution to Committee***

It is recommended that students follow the APA manual (Seventh Edition) throughout the preparation of all drafts, as ultimately the thesis must conform to APA standards. Refer to the Student Thesis Benchmarks and Timelines for additional information on boot camps and writing groups. The manuscript must be distributed to all committee members at least two weeks before the Oral defense. The thesis must be submitted to the graduate school electronically. Procedures are available on the College of Graduate and Continuing Studies webpage.

### ***Oral Thesis Defense***

The defense is organized similar to the prospectus meeting; the student will present 20-25 minutes of the research project and outcomes and then the committee members will ask questions or comment on the project. At the end of the meeting (generally an hour) the candidate will step out of the room and the committee will discuss the performance. The candidate will be asked back into the room and given the results of the committee decision. The committee members will make suggestions regarding revisions to the manuscript. These revisions and approval of the final manuscript by the thesis advisor must be made prior to submission of the thesis to the Graduate School by the posted deadline. Once your date is scheduled, graduate school will assign an outside observer to sit on the oral defense. They do not vote on the decision of the candidate meeting the requirements of the defense.

### ***Important Resources***

- ETSU Graduate School Handbook (Thesis Guide)
  - <https://www.etsu.edu/gradschool/etd/guides.php>
- Graduate School Thesis Bootcamp:
  - <https://www.etsu.edu/gradschool/etd/bootcamp.php>
- APA Guidelines:
  - <https://apastyle.apa.org/style-grammar-guidelines>
  - <https://owl.purdue.edu/>

### ***ETSU Registrar Dates***

- Last day to drop thesis hours without a “W”; this varies by year, but generally
  - Fall - September 10<sup>th</sup>
  - Spring - January 29<sup>th</sup>
- Refer to the University Academic Calendar for specific dates. [Academic Dates Calendar : East Tennessee State University \(ETSU\)](#)

### ***Comprehensive Exams***

The non-thesis option for the Master of Science degree in Speech-Language Pathology includes a two-part summative Comprehensive Examination: (1) a Written Examination, and (2) an Oral Examination. The purpose of the Comprehensive Examination is to ensure that graduating students demonstrate integration of theoretical and practical knowledge, critical thinking skills, and clinical judgment.

## ***Eligibility***

To be eligible for the Comprehensive Examination, the student must meet the following departmental criteria:

1. Be in their fourth semester of academic coursework;
2. Have no incomplete grades on their Program of Study;
3. Hold a 3.00 or higher GPA in clinical practicum; and,
4. Maintain a 3.00 GPA in academic course on the Program of Study.

## ***Comprehensive Examination Grading***

Grading will be assigned as Pass/Fail. This is ultimately a consensus decision of the students' advisor and examining committee members as guided by the rubrics used in the evaluation of the written and oral components of the examination. Students must receive an average score of at least 80% across *all* written and oral questions and cases. A student who fails the Comprehensive Examination will need to retake the entire Comprehensive Examination including both the written and oral components within three months. The questions and cases will be different. The examiners also may change. Repetition of the Comprehensive Examination may delay graduation. Students who fail the Comprehensive Examination twice will be dismissed from the program.

## ***Written Examination***

*Content.* The written examination involves answering four questions from among the following eight core topic areas:

1. Language disorders in children
2. Speech sound disorders in children
3. Neurological language disorders in adults
4. Research methods
5. Dysphagia in children or adults
6. Voice disorders in children or adults
7. Fluency disorders in children or adults
8. Motor Speech Disorders in adults

*Format.* Questions from any of the eight core topic areas will be included on the examination. The topic questions require evaluation and synthesis of information, integration of theoretical and practical knowledge, critical thinking skills, and clinical judgment. The written comprehensive examination will be administered in a morning and an afternoon session during a single day. Each session will be 3 hours in length with a 1-hour lunch break in between. Students can access the morning session questions and afternoon session questions on D2L. Each session will include instructions, two randomly assigned questions, and you will be provided with a scratch paper. In each half-day session, students must answer the two questions provided. In total, students will answer four questions. Students may bring a one-page double-sided printed list of references (about 5-7 for each topic), but no notes, into the examination. Students will submit their reference list and any notes they write on the scratch paper during the examination.

No materials may leave the examination room. Students are not allowed to access any other form of hard or electronic resources (e.g., phone, internet, cloud, flash drive) during the examination.

*Examination Site.* Students will take the Written Examination at the testing center in the library. An email with instructions will be sent at the end of December or early January to register for the written examination at the testing center.

*Examination Submission.* The written exam will be completed on the Speech-Language Pathology Program D2L site under the assessments folder.

*Evaluation.* Each question will be graded individually by faculty members with expertise in the core topic areas. Grading will be based on the written rubric (Appendix B). Grading will consider, but not be limited to: the relevance of the response to the question; the comprehensiveness and accuracy of the information provided; integration of theory and practice, when appropriate; evidence-based support from the literature; inclusion of specific clinical examples, when appropriate; organization, conciseness, and clarity of the response; and spelling and grammar with only minor errors.

*Preparation.* In preparation for the Written Examination:

- a. Review your course materials and related clinic materials and experiences.
- b. Organize the material using an evidence-based practice approach to the literature.
- c. Think critically and apply evidence about a particular disorder as you would in clinic.
- d. Think how you would analyze the evidence in literature regarding assessment or treatment of a disorder and how it directs your clinical choices.

Strategies for answering Written Examination questions:

- a. Ensure you have read and understood all parts of the question.
- b. Draft a brief organizational outline.
- c. Check your reference list and recall relevant information.
- d. Provide sufficient detail that will ensure your knowledge on the material in question- whether it is theoretical underpinnings or clinical case scenario or a combination of the two.
- e. Ensure that the answers are well organized in content and structure.
- f. Read/edit for organization, clarity, spelling, and grammar.

### ***Oral Examination***

*Content.* The Oral Examination involves answering questions about two clinical cases: one pediatric case and one adult case. The cases may include one or more elements from among the following seven core topic areas:

1. Language disorders in children
2. Speech sound disorders in children
3. Neurological language disorders in adults
4. Dysphagia in children or adults
5. Voice disorders in children or adults

6. Fluency disorders in children or adults
7. Motor speech disorders in adults

*Format.* Students will be assigned a pediatric case on the first day and an adult case on the second day. Topics will be randomly assigned. For each case, students will be given relevant client information and 20 minutes to prepare. Students will then answer questions about the case posed by their oral examination committee for approximately 20 minutes. Students may bring the client information packet but no notes into the examination other than what they have written during their 20-minute preparation.

*Examination Site.* Nave Center, Elizabethton.

*Evaluation.* Each oral examination will be conducted and graded by two members of the faculty, with at least one being a member with expertise in pediatrics or adult topics. Grading will be based on the common rubric created for the oral examination (Appendix C). Grading will consider, but not be limited to: identifying the content and core elements, providing the rationale and relevance and demonstrating integration of theoretical and clinical knowledge, and ability to clearly communicate the information.

*Preparation.* In preparation for the Oral Examination:

- a. Conduct chart reviews whenever you have the opportunity throughout clinical training.
- b. Actively engage in clinical discussions with supervisors and instructors throughout your program.
- c. Critically think about and discuss intervention with colleagues and supervisors, taking HIPAA restrictions into account.
- d. When considering alternative approaches to assessment and treatment for clients, review and become familiar with the literature and available evidence base.
- e. Consider the full range of assessment approaches (e.g., standardized, bedside, behavioral observation, criterion-based assessment) that may be pertinent to arriving at a differential diagnosis.
- f. Consider the intervention frameworks appropriate for disorders in the core areas (e.g., ICF, continuum of naturalness). For each core area, identify the specific treatment approaches and their key components.
- g. Review your practicum clinical evaluations to guide understanding of expectations and for strengths and weakness.
- h. Adopt a holistic view to intervention.

Strategies for Case Review for the Oral Examination:

- a. Read through the case carefully.
- b. Distinguish between relevant and irrelevant information.
- c. Make notes of key clinical observations and their implications.
- d. Prepare to justify their importance.

Strategies for answering Oral Examination questions:

- a. Ensure understanding of the question and ask for rephrasing if not understood.

- b. Keep the answer focused on the question posed.
- c. Take time to think before answering.
- d. Listen carefully to faculty comments; they may provide guidance for clarification of your response.
- e. Be ready to justify answers.

***Timeline for Comprehensive Examination, Spring Graduation 2025***

<b>Non-Thesis Progression</b>	<b>Completion</b>
Written Comprehensive Examination	First Day of Classes, January, 2 <sup>nd</sup> year
Oral Comprehensive Examination	Thursday and Friday, First Week of Classes, 2 <sup>nd</sup> year
Examination Results to Students	Second Week of February, 2 <sup>nd</sup> year
Re-administration of Written Examination	Monday following Spring Break
Re-administration of Oral Examination	Tuesday following Spring break

**Praxis**

The student may take the PRAXIS exam in their last semester or after they have graduated. When you take the exam it is important to specify two recipient codes at the time of your exam in order to verify your score. All students must specify the ASLP department code of #0281. For students obtaining a school credential, also specify #1198 (College of Education). The passing score is 162 or higher (out of a possible 200 points) and may be retaken if you do not achieve a passing score on your first attempt. The department will organize Praxis preparation sessions during the Fall of 2<sup>nd</sup> year.

***Advising***

It is the student’s responsibility to independently review the Admission, Advisement and Registration, Academic, and Degree and Graduation Requirements that are printed annually in the Graduate Catalog. It is the student’s responsibility to fulfill these requirements and the accompanying administrative tasks for successful matriculation.

Upon admission, you will be assigned to a faculty advisor. You can contact your advisor at any point during your graduate program for general areas of advisement. Your advisor will have a mid-program advising meeting in the Summer to ensure appropriate progress in the program and help design your program of study for matriculation.

***Retention and Graduation Requirements***

In order to remain in good standing, students in ASLP must meet the following criteria:

1. 3.00 cumulative minimum GPA in academic courses taken as a Master’s student in SLP

- a. Complete all required courses with the grade of “B” or better. Students will repeat a course for which the final grade is lower than “B” only one time in order to complete graduation requirements; however, in repeating a course, the previous grade as well as the grade earned when the course was repeated is averaged in the subsequent GPA.
  - b. No more than two required courses are allowed to repeat. The class must be repeated in the semester that it is offered.
2. A grade of B or better in each clinical practicum taken at the graduate level
  - a. Satisfactory completion of all required clinic practica as determined by the appropriate supervisor(s) and the Graduate Coordinator. A clinic practicum experience must be repeated when the grade assigned is “B” or lower, which will result in academic probation.
  - b. No clinical hours will be awarded for substandard clinic practica.
  - c. A student may not be placed in an externship while on academic probation.
3. Satisfactorily complete all ETSU College of Graduate and Continuing Studies retention and graduation requirements as outlined in the ETSU *Graduate Catalog*.

### ***Academic Probation***

Students will repeat a course for which the final grade is lower than “B” only one time in order to complete graduation requirements. An academic remediation plan will be developed by the instructor of record and the student. The student’s advisor, the Graduate Coordinator, and the department Chair will review the status of the student on academic probation at the end of each semester. If the specified criteria are not met for resolution of the remediation plan, the student will be dismissed from the program. The class must be repeated in the semester that it is offered. In repeating a course, the previous grade as well as the grade earned when the course was repeated is averaged in the subsequent GPA. A student who fails to obtain at least a B in the course and a 3.00 cumulative average in by the end of the semester in which the course is repeated will be dropped from the program.

No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study. Students dismissed from the program may petition the graduate faculty for reinstatement if they believe extenuating circumstances exist. See the College of Graduate and Continuing Studies Policy [https://catalog.etsu.edu/content.php?catoid=32&navoid=1483#Academic\\_Probation](https://catalog.etsu.edu/content.php?catoid=32&navoid=1483#Academic_Probation). Students who have been dismissed from the College of Graduate and Continuing Studies for academic reasons may address a written request for reinstatement to the chair of their department of their major. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the Dean of the College of Graduate and Continuing Studies. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the College of Graduate and

Continuing Studies, and a final decision will be made in accordance with policies established by the Graduate Council. Students on probation will not be eligible for department assistantships or be advanced to a higher clinical competency level.

A student who withdraws voluntarily from the program during the first Fall semester before completion of coursework and clinical placement, and who is in good standing academically and clinically, may be considered for reinstatement in the program. If reinstatement is granted, the student may re-enter the program the following Fall semester with the incoming cohort.

### ***Remediation Plan***

A remediation plan will be applied to students who show unsatisfactory performance in any area of academic, clinical, or professional competence. The remediation plan will allow the student an opportunity to demonstrate knowledge and skills required by ASHA standards for certification. Remediation assignments will be provided by the professor of the course where the deficiency has been demonstrated, or by the clinical supervisor if the deficiency occurred in clinical practicum. The graduate advisor may also provide the student with a remediation assignment if deemed necessary by the faculty. A timeline will be specified for completion of the remediation plan. All remediation plan assignments must be completed before the student can sit for any comprehensive Capstone evaluation and participate in off-campus practicum opportunities.

Consistent with the previous information regarding probationary status, a student may not have more than two remediation plans during their program of studies, and the requirements for each plan must be completed in a clearly-delineated and timely manner.

### ***Mid-Program Evaluation for Students***

The graduate faculty will evaluate each student during the third semester of enrollment. Academic performance, clinical performance, communication skills (written and spoken), ethical behavior and professionalism will be considered. The Knowledge and Skills considered correspond to Standards IV-C, D, E, G, H, V-A, V-B 1, 2, 3. An assigned faculty member will discuss the student's areas of strength and areas for improvement as perceived by the graduate faculty. If there is a need for special help, such as in the area of writing skills, options will be presented. The student's Program of Study will be established during this meeting.

### ***Academic Dishonesty and Misconduct***

Academic dishonesty includes plagiarism (representing someone else's ideas as if they are one's own), unauthorized collaboration on out-of-class projects, cheating on in-class exams, unauthorized advance access to an exam, fraudulent alterations of academic materials, and knowing cooperation with another person in an academically dishonest undertaking. Dishonesty will not be tolerated. Appropriate disciplinary action is at the discretion of the instructor and could include: a substitute assignment or exam; a grade of zero or F for the assignment or exam; a reduced grade for the exam, assignment or course; a grade of F for the course; or recommendation of probation; suspension or expulsion. Whenever disciplinary action is taken,

this must be communicated in writing within 10 working days to the: (1) student; (2) student's advisor; and (3) instructor's department chair.

Academic misconduct may involve obtaining undeserved academic credit or advantage, but the intent to defraud is not present. The instructor consults with the student and can require the student to complete a substitute assignment or exam. No further notification of university officials is required.

Students have the right to appeal any allegations or actions. Further details regarding the policy are available in the ETSU Graduate

Catalog. ([https://www.etsu.edu/academicintegrity/documents/academic\\_misconduct\\_procedure\\_at\\_etsu\\_flow\\_chart.pdf](https://www.etsu.edu/academicintegrity/documents/academic_misconduct_procedure_at_etsu_flow_chart.pdf))

### ***Zoom etiquette***

Please adhere to the following during synchronous zoom meetings- these can include but not limited to zoom classes, telehealth sessions with clients, zoom meetings with faculty and clinical supervisors.

- Try to log in to your meeting 5 minutes early from a quiet, distraction-free, professional environment. It is not considered professional to sit on your bed, or on the couch or under the blanket.
- Type in your **full name and type in parenthesis if you would like me to use a certain name to address you**
- Enable video and have it turned on throughout the session
- Keep audio on mute until you want to speak
- Dress professionally depending on the nature of the meeting (avoid tank tops or pajamas, well-groomed hair)
- If you lose connection, text your friend to inform the instructor or supervisor via the chat box and join in as soon as you are able
- Avoid eating during the online sessions, especially when you are in front of the client
- Be prepared to engage in discussions
- Be mindful of others, their opinions and their learning curves
- Refrain from using social media or phone to chat with your peers during online sessions
- Failure to comply and meet these expectations will result in warning first and a drop in class or clinic grade if behavior persists.



## CLINICAL REQUIREMENTS

The purpose of the East Tennessee State University Speech-Language-Hearing Clinic is twofold: first, to provide training to graduate students in speech-language pathology and audiology; and second, to provide professional services to members of the public and university community with speech, language, cognitive, feeding and/or hearing problems. Clinical training presents an opportunity for students to apply and integrate academic learning into clinical experience. Clinical experiences are selected according to students' academic levels and clinical needs. Program requirements are designed to meet the standards of the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), the State of Tennessee Licensure Board of Speech Pathology and Audiology, and the ETSU College of Graduate and Continuing Studies. In fulfilling these two purposes, students are expected to maintain professional ethics and to meet clinical management responsibilities.

This resource has been written to assist students in understanding and implementing their clinical assignments and responsibilities. Each student enrolled in clinical practicum is responsible for understanding and adhering to the clinical procedures and policies as outlined in this handbook and in CALIPSO, as well as those specific to their assigned clinical placement. A careful reading of the material will orient students to requirements for clinical practicum, operation of the various components of the clinical program, pertinent information related to documentation, and basic policies which have been established. The handbook will also orient new supervisors and help experienced supervisors maintain consistency and continuity. Students will be informed of revisions and amendments to clinical guidelines, policies, and/or procedures as they occur.

The students will adhere to the ASHA Code of Ethics (<http://www.asha.org/Code-of-Ethics/>) and conduct themselves in a professional manner in all activities relating to the Department of Audiology and Speech-Language Pathology and the practicum site to which they are assigned throughout their program matriculation. Students are required to review the Code of Ethics prior to the beginning clinical practicum and document this in CALIPSO. A meeting will be held during the students' general orientation related to ASHA Code of Ethics and professionalism.

### **General Clinic Information**

#### ***Clinic Orientation***

Mandatory Speech-Language Pathology orientations will be held before/during the first week of each semester for first- and second-year students. Any student enrolled in practicum must attend. Students enrolled in an off campus clinical practicum should begin their clinic the first week of classes unless otherwise notified by the appropriate clinical administration. This initial meeting will assist in orienting students to their matriculation through their clinical experiences, provide information about available materials and support, as well as instruct them on their responsibilities as graduate students in the Speech-Language Pathology program. Information related to requirements and documentation are provided at orientation. Any changes or updates to this information are communicated to students when it occurs.

Clinical orientations for specialized on-campus clinics will also be held prior to students beginning in that clinical practicum. These mandatory, individualized orientations will be scheduled by individual clinical educators and students will be informed of logistics.

### ***E-Mail***

As a means of improving departmental communication, graduate students must obtain an ETSU e-mail address. ETSU provides this service free of charge. The student is responsible for checking messages daily. Students' ETSU email address should be used for all communication used during clinical and academic matriculation. Emails containing clinical related information should have 'encrypt' in the subject line for security purposes. Additionally, students are encouraged to permanently delete emails with PHI weekly to limit exposure in case of an email breach. Additional information regarding email communications will be provided in HIPAA training.

### ***Name Badges/ID***

Name badges will be ordered and purchased through the Department of Audiology & Speech-Language Pathology. Name badges are required for all clinical practicum and must be visible at all times when in clinic. The departmental name "ASLP" and the title "Graduate Clinician" should appear on each student's name badge. The Department provides this service free of charge. Additionally, students will need an ID card to allow access to designated clinical spaces. To access the clinic office, students must have ID card; if not in your possession, you will not be allowed entry. Both of these are available at Campus ID Services.

### ***Student Workroom***

Located in the Nave center, student workroom located in the information center next to the patient waiting area. The computer lab is located in room 159 at the Nave and is a shared space. These rooms are specifically designed for students to work on clinical and course related assignments. When using these spaces, students are reminded to be respectful of other students who are also using the room. This means using a quiet voice, working on class/clinic assignments, and logging off computers when not in use. Students should be mindful to always respect client confidentiality and are cautioned to refrain from discussing clients and/or other professionals while using the student workroom space. Students are also responsible for maintaining the cleanliness and organization of their workroom spaces. This demonstrates professional behavior. Students should discuss and implement procedure(s) for routine maintenance to be completed throughout each semester.

### ***CALIPSO Documentation***

CALIPSO (Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations) is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology

training programs. All documentation related to a student's clinical participation will be maintained within this program.

To participate in and before beginning clinic practicum in any semester, students must complete and upload proof of the following documentation in the compliance/immunization section of CALIPSO:

- Proof of immunizations (Hep B, varicella, MMR, COVID19 or appropriate exemptions)
- Proof of physical examination stating student is in good health to participate in program
- Proof of negative TB test (results are good for 1 yr)
- Proof of active CPR certification (must be active throughout entire program)
- Proof of active liability insurance (policy is active for 1 yr and must be renewed)
- Proof of completed background check report
- Proof of completed assigned trainings (HIPAA, BBP, Emergency Preparedness, Hazard Communication, and Portable Fire Extinguishers-must be renewed annually throughout length of time in program)
- Proof of review of clinic attendance policy
- Proof of review of technical standards
- Proof of review of ASHA Code of Ethics \*due by September 5<sup>th</sup> (signed signature page: I have reviewed and will abide by the ASHA Code of Ethics: Name, Date)

Each student must obtain and maintain professional liability (malpractice) insurance throughout his/her entire program matriculation. Minimum coverage is 1M/3M plan. Coverage must be renewed annually and should be purchased prior to clinical practicum enrollment. Students must be members of the National Student Speech-Language-Hearing Association (NSSLHA) to apply for professional liability insurance through Mercer Consumer. NSSLHA membership applications and liability insurance forms may be obtained from the department executive aide or online at <http://www.asha.org/nsslha/> and <http://www.proliability.com/about-us>. Any student who cannot document insurance application will be denied a clinical assignment for that semester.

ETSU HIPAA training is required each year of the graduate program and it is each student's responsibility to keep current throughout their entire clinical practicum. Students are assigned this training via an online system annually from the ETSU Compliance Office.

Students must complete Universal Precautions/Infection Control training prior to the beginning of any clinical practicum and annually during their time in the graduate program. This training is assigned to them online from the ETSU Environmental Health and Safety office. After completion, students will upload certificate of completion to CALIPSO. Students are required to adhere to Universal Precautions in all clinical interactions. Students will also adhere to the Materials Cleaning policy and follow subsequent procedures.

\*Some students are required to obtain additional requirements for placement in clinic sites, such as but not limited to: drug screenings, influenza vaccination during active flu season, fingerprint-based background check, etc.) Clinic admin will inform students when this is necessary. Proof of this documentation must be uploaded to CALIPSO by the student.

Other documents needed for participation in the graduate program should be uploaded and kept in the Documents section of the Student Information folder and need to be appropriately organized and labeled. The following documents should be uploaded to this section:

- Proof of completed observation hours
- Proof of NSSLHA membership
- Proof of completed hearing screening hours
- Proof of CITI training
- Proof of completion of licensure paperwork
- Proof of clinic hours/documentation
- Proof of review of graduate handbook

In addition, the documentation needs to be organized, labeled correctly, and uploaded under the correct heading. This documentation must be maintained each semester that the student is enrolled in the graduate program in clinical practicum. It is the responsibility of the student to ensure that documentation does not lapse. Students are made aware of all the above requirements to participate in clinical practicum and graduate program at first year orientation.

### ***Clinical Assignments***

1. Assignments will be based upon the student's academic and clinical experience/skill level, area(s) of professional need, and the availability of a clinical population or supervisors. Any concerns or difficulties with clinical assignments should be discussed with your clinical educator or the Clinic Coordinator.
2. During at least the first three semesters, students will receive the maximum amount of supervision required by ASHA. The nature and amount of supervision will be determined by the student's individual clinical educator and adjusted to reflect the competence and growth of the student. Students will have access to the clinical educator during their assigned clinical times.
3. Students in ETSU clinics will also participate in a weekly (or biweekly) teaching clinic with their individual clinical educator and other students in similar clinical experiences. Clinical educators will schedule additional individual and group conferences based on the needs of the clinician.
4. Students will have the opportunity to participate in a wide variety of clinic experiences; both pediatric and adult focused.
5. External clinical placements are located throughout the Tri-Cities area and typically assigned to fourth and fifth semester students. Specific information related to these placements can be obtained from the SLP Clinical Coordinator.
6. Students will be assigned at least one adult placement throughout their clinical matriculation. Additional adult-focused clinical placements will be assigned as available based on both student and clinical educator needs as well as student experience and clinical skills. Students will participate in multiple pediatric clinics throughout their clinical matriculation plan.
7. All students will be required to participate in diagnostic experiences throughout their training program. Some students will be assigned to a full Diagnostics Clinic, when available.

An example of a clinical practicum plan is given below. Clinical practicum plans are highly variable and student specific. Clinical caseload distribution will be based upon student level of clinical experience:

1<sup>st</sup> Semester: 2 to 3 days in ETSU pediatric or adult clinic with ETSU supervisor

2<sup>nd</sup> Semester: 2 to 3 days in ETSU adult or pediatric clinic with ETSU supervisor

3<sup>rd</sup> Semester: Variable; Combination of on-campus/external clinical assignments

4<sup>th</sup> & 5<sup>th</sup> Semesters: On campus clinic or off campus practicum (depending on student clinical needs, skill level, and experience).

Over the course of their clinical matriculation, students may be placed in an ‘intensive’ clinical assignment. This entails students completing a clinical rotation at a site for a certain number of weeks, called the ‘on period’, and a period of weeks where students are not enrolled in that clinic, called the ‘off-period’. During the ‘off period’ the students may be assigned to and are encouraged to participate in the following clinical obligations such as, but not limited to: completing hearing screenings, observing other clinics and tx sessions, assisting with other clinics as necessary, assisting with completing evaluations, completing clinical simulation cases using SimuCase, participating in ChildFind screenings.

Students may correspond with the SLP Clinical Coordinator regarding particular interests and needs related to clinical assignments. The SLP Clinical Coordinator is responsible for coordinating clinic assignments for SLP students. Student preferences will be considered but are not guaranteed. Students are encouraged to contact SLP Clinical Coordinator to make formal requests for internal clinic options during their first year. Students can set up a meeting with the SLP Clinical Coordinator to discuss clinical placement options for future clinical experiences.

Students may be assigned to complete clinical simulation (CS) through Simucase to gain experience in the areas of assessment and intervention. Requirements to complete a Simucase study include a pre-brief with the clinical educator and a debrief after the case is completed. A score of 90% or higher must be achieved in learning mode to earn clinical clock hours for each Simucase completed. Students may gain up to 75 hours in simulation learning experiences.

All students will be in clinical training and/or education the first week of class. Second year students who are assigned to an external placement (i.e., hospital, public schools) and an internal placement (voice clinic, peer mentorship) simultaneously, will complete the first week of clinical education in their external clinic.

For information regarding external clinical practicum please refer to policy and procedures for External Clinical Practica located in CALIPSO.

## Clinical Procedures for SLP Practicum

### *General dress code rules*

The East Tennessee State University Speech-Language-Hearing Clinic provides services to the community. Students will participate in a series of professional interactions with clients. Therefore, student clinicians will dress to reflect these responsibilities. All clinic personnel, students and staff, should be neat and professional in appearance when engaged in any clinic activity. Student clinicians represent the academic and healthcare system of ETSU, and the image they project should always be professional and in good taste. Extreme dress styles, hair styles, jewelry, make-up, nails and body piercing, including but not limited to eyebrow rings and nose rings, are unacceptable. Certain general dress code rules apply to all employees, clinical supervisors, and student clinicians in the ETSU academic and healthcare System without exception and are outlined below.

- I.D. BADGES – ETSU SLH Clinic issued identification badge must be worn at all times visibly with picture facing out.
- PROPER FIT OF CLOTHES - Clothes should fit properly and not be so tight or so baggy as to detract from personal appearance.
- CLEANLINESS AND GOOD HYGIENE - Every student clinician is expected to be neat and clean in appearance and to practice good hygiene.
- HAIR - Hair must be clean, well-groomed, and neat. Do not twirl or play with your hair during professional interactions.
- NAILS - Nails must be clean, kept short and well-manicured. One-eighth of an inch beyond the fingertip is the acceptable length for clinical personnel including those in direct patient care. Child Care Center personnel are also required to adhere to this regulation. Artificial nails/nail enhancements are prohibited. All other personnel's nails are not to exceed one-half inch beyond the fingertip. Nail polish, if applied, must be free of cracks and not contain nail jewelry or decorations.
- TATTOOS: Large tattoos are not to be visible in clinic during professional interactions.
- JEWELRY - Jewelry should not be of a nature that will hinder infection control or the ability to work safely. Body piercing is limited to one single piercing – in the ears only. All other visible piercing is prohibited.
- JEANS - Jeans including jeans in any color (i.e., traditional blue, black, white) and denim skirts and denim dresses are not considered professional dress and are generally not permitted during patient care. However, specific clinics may allow for denim to be worn with stipulations. Students are encouraged to review dress code with their assigned clinical supervisor at the beginning of each semester.
- SWEATSUITS/SWEATSHIRTS - Sweatsuits and sweatshirts of any style or material are not considered professional business attire and are not permitted during patient care.

- SHORTS - Shorts of any type are not considered professional business attire and are not permitted during patient care.
- SLACKS, DRESSES, SKIRTS AND BLOUSES - Slacks, shirts, and blouses should be professional. Slacks must be full length but not touching the floor. The following are not considered professional business attire and are not permitted during patient care:
  - Stretch, spandex and form fitting pants, leather pants, stirrup pants, overalls, leggings, jogging or warm up pants and sweatpants.
  - Tank tops, strapless and backless tops, see-through blouses, off the shoulder blouses, tops with low neck lines (we do not want to see your cleavage), tops shorter than waistline, crop tops and oversized baggy tops.
  - Backless dresses and sun dresses.
  - Extremely short dresses and skirts.
- BUSINESS SHOES – Worn sneakers and bedroom slippers are not considered professional business attire and are not permitted during patient care.
- SCRUB SUITS – Scrubs are permitted to be worn by clinical supervisors and student clinicians only in authorized ETSU SLH clinics. Students must wear scrub suits of the color authorized by the clinic in which they work and adhere to any other departmental uniform rule.
- HATS/HEAD COVERINGS - Students are not permitted to wear hats or head covering which are not part of the standard uniform during patient care. For religious reasons, student clinicians are permitted to wear head coverings; these head coverings must not hinder the performance of their job nor have an impact on patient care.

### ***ETSU ASLP Clinical Attendance Guidelines***

Graduate clinicians enrolled in clinical practicum, both on campus or external campus externships, have an ethical obligation to provide clients with regular and consistent therapy days. Consistent attendance is required to enable students to gain appropriate skills and competencies across disorders.

Students in both on campus and external clinics are expected to assimilate the clinic's working schedule. In the case of inclement weather, students in on-campus clinics will follow the ETSU class schedule. Students who are assigned to external clinics are expected to make every reasonable effort to be at their assignment on time, taking into consideration the personal risk involved. Should students not be able to attend, make-up days are mandatory.

Only illness will be considered an excusable absence and a reason for canceling an appointment with clients, and/or failing to attend assigned clinical placements. You may be required to offer make-up days for any treatment/diagnostic days missed while you were out sick. Other absences are deemed excusable if approved by the Clinic Coordinator or Department Chair. If you are absent from the clinic, you must let your supervisor and the Clinical Coordinator know of the absence.





## II. Hand Washing

- A. Wash hands with soap and water before and after seeing each client.
- B. Wash hands/use hand sanitizer immediately after removing gloves. Antiseptic wipes/sanitizer may be used if it is not convenient to leave the room.
- C. Wash hands immediately after contact with potentially contaminating blood or body fluids. Antiseptic wipes or hand sanitizer may be used after wiping a child's runny nose.
- D. Follow the basic hand washing technique:
  1. Use soap and water.
  2. Rub hands vigorously for approximately 30 seconds (60 seconds if contaminated with blood or body fluids).
  3. Dry thoroughly with a paper towel.

## III. Wearing Gloves

- A. In the Speech-Language Pathology Clinic, medical gloves must be worn when performing invasive procedures. These procedures include:
  1. Oral speech mechanism exam
  2. Showing a client correct tongue or lip placement (using the client's mouth) using hands or "Speech Buddy" placement device.
  3. Managing tracheostomy tubes or other prostheses

## IV. Disposal of Materials

- A. All disposable material such as tongue depressors, gloves, otoscope specula, and tissues should be discarded immediately after use.
- B. Launder any clothing that has been contaminated with blood or other bodily fluid.

### ***Illness/Injury Report Form***

This form is to be used if an incident in the clinic (i.e., minor injuries involving first aid, near miss events, etc.) involving employees, students and guests when Public Safety is not called.

[injury\\_report\\_form.pdf\(etsu.edu\)](http://injury_report_form.pdf(etsu.edu))

### ***Experiences***

If a student feels that her/his academic background is weak or lacking in an area or areas, it is the student's professional responsibility to fill the gaps through reading, asking pertinent questions, etc. The clinical educator will be pleased to provide the student with references and direct them to evidence-based practice and information from ASHA or provide them with materials to borrow.

The clinical educator is ultimately responsible for all factors relating to the professional management of a client. **An individual holding the appropriate ASHA Certificate of Clinical Competence (CCC) will be available on the premises for consultation at all times when a student is providing clinical services, whether on- or off-site.**

The following are representative examples of experiences the student may be able to participate in during his or her clinical program:

- Observation of therapy sessions;
- Assessment and intervention with a variety of communicative disorders in a variety of settings;
- Conferences with teachers, parents, and/or other professionals;
- Speech and language screenings; hearing screenings; and/or threshold testing;
- Completion of documentation used by the ETSU clinic and other clinical practicum sites;
- Professional meetings such as staffings; conferences; and in-services.
- Completion of clinical simulation educational experiences (e.g. Simucase)
- Engaging in clinical case presentations

The student must clear all major decisions regarding client management with the supervisor prior to implementing or communicating them to client, family members, or other professionals.

### ***Clinical Observation***

1. Per ASHA guidelines, students are required to complete a minimum of 25 hours of observation. In the event these are not obtained prior to graduate school admission, students should obtain the hours during first semester of graduate work.
2. Students are expected to protect client confidentiality by following all HIPAA guidelines when observing.
2. An Observation of Clinical Session form and log of supervision will be used to document each observation completed after entry into the program. Form can be found on CALIPSO. After the form has been signed by supervisor(s), it should be uploaded into the document section of CALIPSO.
3. Documentation of observation hours from other university programs will be accepted in lieu of the course and records requirement. These documentations must also be uploaded into CALIPSO.

### ***Teaching Clinics***

The student is required to attend clinic meetings/teaching clinics as scheduled by their clinical educator. Each clinical educator will establish a specific schedule to meet the needs of their students and clinic; however, all teaching clinics will provide training related to disorder to be treated, treatment methodology and rationale, documentation requirements, related issues to patient's communication disorders. Teaching clinics are mandatory for all first-year students.

### ***Speech-Language Evaluations***

During a given semester, speech-language pathology students may also be assigned to complete speech-language-hearing evaluations as part of their primary clinical practicum with an assigned clinical educator or by the Clinic Coordinator. The purpose of an evaluation is to determine the

presence of a communication disorder/difference/delay, any needs for intervention, and appropriate programming. Students may refer to the Speech-Language Evaluation policy and procedure located in CALIPSO for additional information.

### ***Conferences with Parents and Supervisors***

1. When conducting conferences in the ETSU SLH Clinic, contact your clinical educator regarding a space to hold the conference.
2. The waiting room and observation area will not be used for consultation or conferences.
3. Occasionally, conferences may occur before or after a therapy session in the therapy rooms. This is permissible. However, if confidential information is being shared, it is best to use either the conference room or the supervisor's office to guard against accidental observation.
4. Parent, family and/or patient conferences should be held at the end of fall and spring semesters to discuss goals, objectives, progress and recommendations. Individual supervisors may vary the format and/or timing of the conference.

### ***Simucase***

<http://www.speechpathology.com/simucase/>

“SimuCase is an innovative technology platform allowing users to assess, diagnose and make recommendations for a library of virtual patients. It encourages critical thinking and facilitates interprofessional education in a no-risk learning environment.”

Throughout your clinical matriculation, you will have the opportunity to obtain some of your clinical hours through clinical simulation (CS) experiences using SimuCase. Log-in information will be provided to you from Wesley Coates, Executive Aide for ASLP.

Some clinical educators may have you complete a clinical case from SimuCase while enrolled in their individual clinics, during your first year. If this is the case, your clinical educator will guide you to work through the assigned case and will provide you with more details as appropriate.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Students must achieve a score of 90% on the case in learning mode to be counted for clinical hours. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Pre and debriefing activities may not be included as clinical clock hours.

### ***On-Campus Scheduling Procedures***

The Clinical Coordinator and/or clinical educators are responsible for:

1. Choosing clinical assignments
2. Scheduling clients for therapy sessions
3. Designating therapy rooms

4. Arranging teaching clinics and individual or group conference times

The student is responsible for:

1. Arranging a pre-clinic and weekly conference time with the clinical educator of each client and/or attending pre-scheduled orientation meetings.
2. Per clinical educator instruction, calling clients or family members prior to the start of clinic to introduce her-/himself, re-confirm the dates and times for therapy, and to discuss favorite activities or particular interests of the client(s).
3. Attending all clinic and clinic-related activities, such as teaching clinics.
4. Completing all required documentation (see clinical documentation section below for more information)

The Office Manager (in cooperation with the ASLP Clinic Committee) is responsible for:

1. Determining fees on an individual basis.
2. Explaining the billing procedures and collecting the fees.
3. Checking clients into the office prior to each therapy session.
4. Completing any special arrangements for payment.
5. Checking out any materials to clinicians that are in the office.

### ***Clinician-Initiated Therapy Cancellation Procedures***

The student must contact their clinical educator if there is a need to cancel a therapy session. The educator will contact the clinic office staff who will contact client/family to cancel the session. This should be done as soon as possible to ensure that contact can be made with the client and/or client's family. Unless there is an emergency or illness, student clinicians rarely need to cancel a session. Please refer to clinical attendance policy related to absences.

### ***Clinical Documentation***

Each student is required to complete clinical documentation as a part of their clinical placement. The type, timing and frequency of the documentation is up to each clinical educator. Examples of required documentation include, but are not limited to the following: *Personal goals, chart review form, treatment activity/lesson plans, personal reflection, data tracking form, SOAP notes/daily documentation and a semester summary report (SSR)*. For specific information, please refer to Clinical Documentation document located within CALIPSO.

### ***Client Records***

The ETSU Speech-Language-Hearing Clinic uses electronic medical record (EMR) for documentation. Students may use a secured personal device (e.g., laptop), or the computer lab at Nave to complete documentation related to the clinic. An EMR training will be held during first year student orientation to provide more details and information regarding this system. Students will be given a log-in and access to EMR during the semester(s) they are placed in ETSU clinic sites. No student will have access or should access this system unless treating clients in the ETSU clinic, serving as peer mentor, or under special circumstances, approved by the office manager or clinic coordinator. Additional information regarding patient privacy will be provided

at the HIPAA training, held during orientation week for first year students. Students must complete ETSU HIPAA training each year. This should occur even if the student is required to complete HIPAA training at an external clinic.

The client records **MUST ALWAYS**: Remain in the clinic area and be accessed using a secure connection.

The client records **MUST NEVER BE**: Accessed using a non-secure connection, left unattended (opened or closed), printed or photocopied.

Personal student computers must be carefully monitored, and students should follow all requirements in place by OIT and the HIPAA compliance office.

The student is expected to participate in electronic medical record training for clinical placement as appropriate. Specific information will be presented to students when clinical placements are assigned.

The student is expected to respect client confidentiality at all times and is cautioned to refrain from gossiping about clients and/or other professionals. This shall be covered in more detail during HIPAA training. For additional information, students may refer to the Confidentiality policy.

### ***End of Semester Responsibilities***

Final conferences will be held with the client/parent(s) or other professionals working with the client. General progress and recommendations should be reviewed with client/parent(s) at that time. If clients will be returning the next semester, the treatment schedule may also be discussed at that time. Final conference requirements are determined by the clinical educator. Each student should discuss variations with the clinical educator. Typically, conferences are held in the fall and spring semesters.

Grades for practica will not be released until all end of semester responsibilities have been completed. Each clinician should verify that each of the following have been completed and entered into the client's chart:

- Daily SOAP notes (signed and submitted)
- Semester Summary Report filed and copies distributed to appropriate persons.
- Biographical information has been updated.
- All updated testing forms have been signed by student and clinical educator, and must include DOB (use pen only). These forms are to be turned into your clinical educator.

They will either be kept in your clinical educator's office or in the main clinic office for 12 months. Results from testing will be included in the full report which is uploaded to the electronic medical record.

- Student has logged final clinic hours in CALIPSO and ensured previously entered hours have been approved by clinical educator.
- Student has met with clinical educator for final grade meetings.
- Clinic space duties have been completed as assigned (e.g., cleaning out tx rooms and materials, putting away materials).
- In addition, all clinicians must complete the Supervisor Feedback Form before grades can be released.

Clinical educator and students will have a final conference to discuss the evaluation of the student's clinical work for the semester. During this conference, the evaluation form from CALIPSO will be reviewed and signed by the clinical educator and student.

### ***Clinical Hours***

The student should maintain accurate and complete clock hours records with supervisor verification. This will allow the student to keep track of her/his clinical clock hours to ensure that s/he is accumulating the necessary hours to meet the requirements of graduation, ASHA certification, State Licensure, and/or Public-School endorsement.

Clinic hours will be documented in CALIPSO under ***Daily Clockhours*** located in the Clockhours heading. At the beginning of the program, students will enter any undergraduate observation and clinic hours under the undergraduate heading. Students must upload the corresponding signed undergraduate clockhours in a folder under *Documents*. These hours will be approved by clinic admin once verified. Throughout each semester, your clinical supervisor will give you instructions about how to code hours and the frequency of submission that is specific to your clinical placement. The clinical educator will approve the hours input by the student and notifies the clinical coordinator for final approval.

Clinic hours and competencies will be entered into CALIPSO software by the student at the designated time by their clinical educator (e.g., weekly, monthly, etc.). Students may refer to the policy and procedures for submission of clinical clock hours located in the CALIPSO system.

Students enrolled in graduate speech-language pathology program are required to have completed 25 observation hours. If students do not have these hours completed when entering the program, it is the student's responsibility to obtain these hours during the first year of the graduate program. Proof of these hours must be uploaded to CALIPSO.

Students enrolled in graduate speech-language pathology program are required to complete 20 hearing screening hours before graduation. This satisfies ASHA requirements. Students must enroll in the 1-hour SPLP 5510 Audiology Clinic for SLP course to count credit for these hours. Students should enroll in this course in their second year.

## ***Clinical Clock Hours Requirements for SLP Certification in Speech-Language Pathology for ETSU***

(To view *ASHA's current requirements*, visit this link: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/> )

- I. Completion of at least 25 hours of supervised observation. Preferably before beginning clinical practicum, but certainly within the first graduate year
  - A. These hours must concern the evaluation and/or treatment of children and adults with disorders of speech, language, or hearing.
  - B. Actual observations, clinical simulation experiences, or videotapes may be used for observation.
  - C. It is the student's responsibility to complete these 25 hours.
  
- II. Every graduate from ETSU for certification must complete at least 400 clock hours of supervised clinical practicum that involves the evaluation and treatment of children and adults with speech, language, and hearing disorders.
  - A. 375 of the 400 clinical clock hours must be obtained in direct patient/client contact. Clock hours may only be counted for amount of actual client contact. Time spent counseling, giving information, or providing training for a home program can be counted only if the activities are directly related to evaluation and/or treatment.
  - B. Time spent writing lesson plans, reports, scoring tests, transcribing language samples, preparing materials, organizing the environment, etc. cannot be counted as direct client contact.
  - C. At least 325 of the 400 clock hours must be obtained in speech-language pathology while enrolled in a graduate study program.
  - D. Each student must earn at least 50 clock hours in three different clinical settings.
  - E. No more than 25 clock hours may be obtained through participation in staffing meetings in which evaluation, treatment, and/or recommendations were discussed with or without the client present.
  - F. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.
  - G. **Completion of the clinical training program is COMPETENCY-based and not merely the acquisition of clinical hours. Students will be required to master clinical skills as detailed in the KASA guidelines.**
  
- III. Each graduate for ETSU for certification must have a minimum number of clinical clock hours in evaluation and treatment of children and adults with a variety of types and severities of speech, language, and hearing disorders.

- A. Each student must have the following **MINIMUM** hours in evaluation:
  - 1. Speech disorders in children – 20 hours
  - 2. Speech disorders in adults – 20 hours
  - 3. Language disorders in children – 20 hours
  - 4. Language disorders in adults – 20 hours
- B. Each student must also have the following **MINIMUM** hours in treatment:
  - 1. Speech disorders in children – 20 hours
  - 2. Speech disorders in adults – 20 hours
  - 3. Language disorders in children – 20 hours
  - 4. Language disorders in adults – 20 hours
- C. Each student must also earn **at least 20 hours** in audiology related to hearing screenings.
- D. Up to 20 hours of related disorders may be counted. Related disorders includes hours earned through:
  - 1. Participating in activities related to prevention of communication disorders.
  - 2. Participating in activities that promote communication effectiveness (e.g., IEP meetings).
  - 3. Hours earned through accent reduction activities may also be counted under this area.

**Students who do not meet the minimum criteria for the above required categories must contact the Clinical Coordinator for approval. It is the student’s responsibility to contact the Clinical Coordinator in a timely manner.**

***General Considerations for Clinical Hours***

- 1. Only time spent in direct client contact can be counted for clinical clock hours. This includes time spent in parent/family conferences provided that the activity/conversation is directly related to evaluation and/or treatment.
- 2. Time spent writing lesson plans, scoring tests, transcribing language samples, preparing for activities or evaluations, and writing reports cannot be counted toward clinical clock hours.
- 3. Conference time with supervisors cannot be counted, however; teaching clinics may be counted toward staffing hours.
- 4. Each student should indicate the number of minutes per session and round them off to the nearest unit of five.
- 5. If a client’s communication disorders fall within two or more disorder categories, the accumulated clock hours should be distributed among the categories according to the amount of time in treatment. For example, if a client receives treatment for both speech and language, and each therapy session is divided equally between speech and language, the clinician should record one half of the time spent in therapy as speech clock hours and one half as language clock hours.
- 6. Each student is responsible for working with the clinic coordinator to ensure that at least these minimal requirements are met. Students should not strive towards obtaining a “minimal” number of hours; however, focus on obtaining clinical competency for all skills areas targeted during each clinical experience.



7. The duration of a student's clinical training is based upon the following factors: (1) quality of student performance; (2) specific training needs/desires of the student; (3) client welfare; and (4) completion of practicum responsibilities at a particular site. If additional clinical training is needed, the clinic coordinator, with approval from the faculty, will make recommendations for extended clinical work when indicated.

For additional information, individuals may refer to the Submission of Clinic Clock Hours and Competencies policy and procedures.

### ***Teacher Licensure***

To be eligible to apply for teacher licensure, students must review and refer to the Teacher Licensure policy and procedures in CALIPSO. It is the student's responsibility that all requirements are completed, and documentation is turned in to the correct person at designated time.

### ***Licensure***

Students will be informed of TN state licensure requirement in professional seminar meetings during first/second year of the program. For other specific state requirements, it is the student's responsibility to access ASHA State Licensure page [State-by-State \(asha.org\)](http://asha.org) and ensure requirements are being met while enrolled in the graduate program.

### **Evaluation of Student Clinicians**

#### ***Evaluation of Students Conducting Therapy in Internal and External Practicum***

Evaluations, both informal and formal, of the student's performance will be made on a regular basis in both written and oral form. These sessions will allow the student to become immediately aware of her/his strengths and weaknesses in the clinical setting. These evaluations are relative to the clinical educator observations. Conferences are also a means of providing feedback to students.

Each student will take part in both informal and formal evaluations during the semester. Typically, one will occur around the mid-point of the semester and the other will take place at the end of the semester; however, the clinical educator has discretion as to when these evaluations will occur. The Clinical Educators Evaluation of Supervised Practicum, located in CALIPSO, explains the competencies the student is expected to demonstrate during the clinical practicum. It will be completed by the clinical educator, or clinical educator/and student together and used for evaluations. The student should discuss her/his progress with the clinical educator at these times to gain an understanding of her/his clinical skill development. The clinical educator should complete the evaluation forms with comments in CALIPSO regarding the student's strengths and weaknesses and then discuss the results with the student.

Grade determinations are based upon the following clinical experience levels:

Level I (Beginner): Any student in the first two semesters of practicum;

Level II (Intermediate): Completion of two semesters of Level I practicum with a minimum clinical grade point average of 3.0;

Level III (Advanced): Completion of two semesters of Level II practicum with a minimum clinical grade point average of 3.0.

Students may refer to the competencies to identify which skills are evaluated and what performance level is expected. Students are graded as compared to peers in the same clinical experience level.

As part of students' clinical matriculation, they may be assigned to more than one clinical placement over the course of a semester. For grading purposes the following guidelines are used:

- a. If the student is rotating through two new clinics (never completed rotation in the clinics before), the clinic grades will be averaged.
- b. If the student is rotating through one new clinic site and returning to a site previously completed successfully, the grade obtained in the new clinical site will be used.

The final grade, based upon all available information including input from the Site Supervisor(s) and the student, will be assigned by the appropriate clinic administration.

### ***Clinic Grading-Clinic Probation/Remediation Policy and Procedures***

Students must achieve and maintain a 3.00 GPA in each clinical practicum taken at the graduate level. Students must have satisfactory completion of all required clinic practica as determined by the appropriate clinical educator(s) and the Graduate Coordinator. A clinic practicum experience must be repeated when the grade assigned is "B" or lower in order to complete graduation requirements.

If these requirements are not met, a student will be placed on clinical probation with a clinical remediation plan developed to facilitate student achievement. Should clinical educators have concerns regarding a student's professional behavior or clinical performance, a clinical misconduct plan may be developed. Refer to the Clinical Misconduct Policy located in CALIPSO.

Clinic Probation. Students will repeat a course for which the final grade is "B" or lower in order to complete graduation requirements. A clinical remediation plan will be developed by the clinical educator of record, the Clinical Coordinator, and the student and placed in the student's file. A student may not be placed in an externship while on clinic probation. No clinical hours or competencies will be awarded for substandard clinic practica. The student's advisory committee, the clinical educator of record, the Clinical Coordinator, and the department Chair will review the status of the student at the end of the probationary period. Clinical educator will determine if student can be placed in an external clinical placement based on student's clinical ability and not just the clinical grade received. A student who fails to obtain at least a "B" in the clinical

practicum and a 3.00 cumulative clinical average in by the end of the probationary period will be dropped from the program.

Such a student may petition the graduate faculty for reinstatement if he/she believes extenuating circumstances exist. Students who have been dismissed from the School of Graduate Studies for academic reasons may address a written request for reinstatement to the chair of their department of their major. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the Dean of the Graduate School. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the Graduate School, and a final decision will be made in accordance with policies established by the Graduate Council. Students on probation will not be eligible for department assistantships or be advanced to higher clinical competency levels.

#### ***Evaluation of Supervisors in Speech-Language Pathology Clinical Practicum***

At the end of each semester, the students anonymously evaluate the clinical teaching of their clinical educators. The Supervisor Feedback Form, located in CALIPSO is used for this purpose. This form is used for both internal and external clinic sites. This form must be completed for each clinical educator and site throughout a student's clinical matriculation. The clinic administrator will compile information and distribute this information to the clinical educators, both internal and external. Feedback to the Department Chair will also be distributed as appropriate. Students who do not complete the supervisor evaluations will receive a clinic grade of incomplete.

### **Clinical Practicum In The University Clinic**

#### ***Multicultural Considerations in Clinical Practicum***

As the population becomes increasingly more diversified with respect to cultural and linguistic diversity, the professions of speech-language pathology and audiology will be called upon to provide services to a wider variety of cultural groups.

Each of these groups will have their own values concerning language, language development, definitions of pathology, epidemiological considerations, appropriate assessment/intervention procedures, and expectation relative to service delivery and client-clinician interaction. A major goal of clinical practicum in the ETSU Speech-Language-Hearing Clinic is to facilitate recognition and understanding of cultural differences.

Through this understanding, students will be guided in the adaptation of clinical practices that are necessary to achieve non-biased assessment, develop culturally appropriate intervention plans, and communicate effectively with clients and their families and should review the resources that are located in CALIPSO before beginning clinical practicum.

#### ***Addressing Other Professionals and Clients***

Clinical instructors, faculty members on and off campus educators, staff, and other professionals are to be addressed by the appropriate title (e.g., Dr., Mrs., Ms., Mr.) unless otherwise instructed. Graduate students should remember to use professionalism and respect in both

conversations and written correspondence (i.e., email) by beginning an e-mail with the appropriate title.

The student may need to adopt alternate names for younger clients (e.g., “Ms. Kate”).

Children expect to be addressed by their given name. Adults should be asked their preferred form of address.

Professional posture contributes to credibility when delivering professional information or services. Professional posture includes direct eye contact (if culturally appropriate), pleasant facial expression, composed physical posture, personal hygiene, selection and maintenance of garments worn while functioning in a professional capacity appropriate to the specific clinic requirements.

## University Resources:

- Campus Maps [ETSU Map](#)
- BucShot Transportation [Johnson City Transit](#)
- BucsCare Student Resource Center [BucsCARE \(etsu.edu\)](#)
- ETSU Bookstore [Official ETSU Bookstore \(On Campus\) Apparel, Merchandise & Gifts \(bkstr.com\)](#)
- University Health Center [University Health Center - East Tennessee State University \(etsu.edu\)](#)
- Campus Recreation-Center for Physical Activity [Campus Recreation \(etsu.edu\)](#)
- Bucky's Food Pantry [Bucky's Foodpantry \(etsu.edu\)](#)
- Counseling Center [Counseling Center \(etsu.edu\)](#)
- Financial Aid Office [Financial Aid & Scholarships \(etsu.edu\)](#)
- Bursar's Office [Bursar's Office \(etsu.edu\)](#)
- East Tennessean [East Tennessean | ETSU's student-run newspaper](#)
- DP Culp Student Center [ETSU D.P Culp Student Center](#)
- Center for Academic Achievement [Center for Academic Achievement \(etsu.edu\)](#)
  - (help with writing, tutoring)
- Testing Services [Welcome to ETSU's University Testing Services](#)
- Disability Services [Disability Services \(etsu.edu\)](#)
- Career Services [University Career Services \(etsu.edu\)](#)
- Graduate School Success Specialist [Graduate Student Success Specialist Information \(etsu.edu\)](#)
- Graduate School [ETSU Graduate School](#)
- Grad Catalog [Academic Catalogs \(etsu.edu\)](#)
- College of Clinical and Rehabilitative Health Sciences [College of Clinical and Rehabilitative Health Sciences \(etsu.edu\)](#)
- Audiology and Speech-Language Pathology Program [Audiology & Speech Language Pathology Home \(etsu.edu\)](#)
- Registrar Office [Office of the Registrar \(etsu.edu\)](#)
  - (graduation, records, registration)
- HIPAA Compliance Office [HIPAA Compliance Office \(etsu.edu\)](#)
- Information Technology Services [Information Technology Services | ETSU](#)
- ID Services [ID Services - Welcome to Campus ID Services \(etsu.edu\)](#)
- Public Safety Office [Public Safety \(etsu.edu\)](#)
- GoldAlert [Rave Site Look-up \(getrave.com\)](#)
- Environmental Health and Safety Office [Environmental Health and Safety \(etsu.edu\)](#)

# APPENDICES

## Appendix A - ETSU M.S.-SLP Student Thesis Benchmarks and Deadlines

### Deadlines:

1. Sign and return intent form
  - a. May 31 of first year in program
2. Establish a consistent meeting schedule with major professor by **June 1<sup>st</sup>**
  - a. In-person (minimum of 1x per month)
  - b. Email updates and check-ins (minimum of 2x per month)
3. Finalize Committee
  - a. Initial meeting held by **June 30**
  - b. All committee members in general agreement about topic and design (enough to begin IRB prep and/or Literature Review)
  - c. Shared folders (OneDrive) created, and access granted to all committee members
4. IRB approval (if needed)
  - a. Submitted by **July 31**
5. Prospectus meeting *held* by **August 20<sup>th</sup>**
  - a. Lit review completed and submitted / available to committee members by August 15<sup>th</sup>
  - b. Any edits / changes to topic or design required to be completed and approved by major professor (with updated outline to all committee members) by **September 15<sup>th</sup>**
6. Data Collection
  - a. September to **October 31<sup>st</sup>**
  - b. Projects with data collection period of >8 weeks – adjust all previous deadlines *up* by at least one month. All data collection (e.g., experimental studies, surveys) needs to be completed by the end of Fall semester.
7. Data Analysis
  - a. **November 1<sup>st</sup> – 30<sup>th</sup>**
8. Begin drafting document no later than **December 1<sup>st</sup>**.
  - a. Running draft of References and Appendix should be constructed and accessible on shared drive by **June 30<sup>th</sup>**.
  - b. Sections of document (e.g., background/introduction, etc.) can and should be submitted to the Chair as early as September. Sections/chapters will be due on dates determined by the Chair.
9. First *complete* draft due to Chair
  - a. Due **January 16<sup>th</sup>** (start of spring semester).
    - i. The thesis will be prepared in APA format, according to the Grad School template: [apatemplate.docx \(live.com\)](#)
    - ii. Drafts **will not** be reviewed by faculty over Winter break.
    - iii. Please note that drafts are not reviewed by the rest of the committee.
10. Defense date set:

- a. Defense date should be set by January 31<sup>st</sup>
  - b. Defense must be completed by **March 8<sup>th</sup>**
  - c. Final draft will be processed through Turnitin by the Chair prior to approval.
  - d. Once the final draft is approved by Chair, it will be sent to Committee members *two full weeks* prior to defense date. Once this is submitted, there will be no more edits or revisions until after the defense.
  - e. Public announcement sent two weeks prior to defense date.
11. Edits completed and submitted to Graduate School by **April 15<sup>th</sup>**
- a. Last day for Dean's Approval – May 1<sup>st</sup>

**Additional Requirements:** All students are expected to

1. Initiate the thesis process early in their second semester. This includes preparation of a two page proposal that reflects an understanding of the topic based on an initial review of the literature, with a well-formulated question and a preliminary plan for how the research topic will be addressed (i.e. methods). A faculty member must agree to chair the thesis committee.
2. Participate in the Graduate School Writing Center Bootcamp experience.
3. Complete the Charles C. Sherrod Library ProQuest Research Companion Module 08: "How do I avoid Plagiarism and Find My Own Voice?"
  - a. <https://libraries.etsu.edu/lti/pprc/08>
4. **Register for six hours of thesis** (3 SCH in Fall 2, and 3 SCH in Spring 2). This will involve participation in regularly scheduled meetings with the major professor, as well as structured meetings with the entire thesis cohort.
5. **Attend a minimum of 3 Thesis Student Writing Group meetings**
  - a. All active thesis students will be required to attend focused writing groups. These groups can be arranged to meet student schedules; however, it is highly recommended that they take place in the ASLP conference room (Lamb Hall) and scheduled so that one departmental thesis chair is in the building and able to answer questions.
6. **Submit a Conference Proposal:**
  - a. Recommended conference targets and submission deadlines (estimated):
    - i. Appalachian Student Research Forum
      1. Third week in March
    - ii. ASHA
      1. Early April
    - iii. TAASLP
      1. June-July
    - iv. ETSU 3-minute Thesis Competition
      1. <https://www.etsu.edu/gradschool/etd/3minutethesis.php>
7. Understand that if they choose not to pursue presentation or publication within two years of completing the work, the major professor may take over the project, update it, and claim first authorship, with the student as second author.

## **Important Resources:**

- ETSU Graduate School Handbook (Thesis Guide)
  - <https://www.etsu.edu/gradschool/etd/guides.php>
- Graduate School Thesis Bootcamp:
  - <https://www.etsu.edu/gradschool/etd/bootcamp.php>
- APA Guidelines:
  - <https://apastyle.apa.org/style-grammar-guidelines>
  - <https://owl.purdue.edu/>

## **ETSU Registrar dates:**

- Last day to drop thesis hours without a “W”; this varies by year, but generally
  - Fall - September 10<sup>th</sup>
  - Spring - January 29<sup>th</sup>
- Refer to the University Academic Calendar for specific dates. [Academic Dates Calendar :: East Tennessee State University \(ETSU\)](#)

**\*All benchmarks, deadlines, and requirements listed in this document apply to all graduate students and are *non-negotiable*. Failure to meet any deadline above may result in halting of the thesis and delay of graduation.**

### **Last, but absolutely not least:**

All students are subject to and will be held to ETSU Academic Integrity Standards. Please visit <https://www.etsu.edu/policies/student/aca.integrity.misconduct.php> to view all policies on academic integrity and misconduct. Plagiarism in any form will not be tolerated. Turnitin will be utilized to identify plagiarism, and a margin of <20% must be met. This margin accounts for citations and infrastructure only (e.g., Table of Contents), as *no* in-text plagiarism will be accepted. **Your Chair and / or committee members may require revision of *any* sections of your thesis at *any stage* in the process to prevent and/or correct plagiarism.**

Remember – our names go on this document too, and your work reflects the values and standards of our program.

By signing below, I indicate that I have read this document and understand that I will be subject to all requirements discussed therein.

---

Student Name (printed)

---

Date

---

Student Name (signature)

---

Date



## Appendix B- Written Comprehensive Examination Rubric

	Does not meet expectations 0-31	Meets expectations 32-35	Exceeds Expectations 36-40	/40
<b>Key Content and Quality of Content</b>	<ul style="list-style-type: none"> <li>• Inadequate identification and address of all components of the questions asked</li> <li>• Inadequate identification of relevant details/ key components of the question</li> <li>• Minimal/inadequate exploration and explanation of the key components of the question</li> <li>• Minimal/inadequate documentation of accurate factual content and logical reasoning resulting in the choice of accurate diagnosis or treatment</li> <li>• Irrelevant, incorrect and /or inappropriate use terminology with correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate identification and addresses all components of the questions asked</li> <li>• Adequate identification of the relevant details/ key components of the question</li> <li>• Adequate exploration and explanation of the key components</li> <li>• Adequate documentation of accurate factual content and logical reasoning resulting in the choice of accurate diagnosis or treatment</li> <li>• Relevant, correct and appropriate use of terminology with correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary identification and addresses all components of the questions asked</li> <li>• Exemplary identification of the relevant details/ key components of the question</li> <li>• Exemplary exploration and explanation of the key components</li> <li>• Exemplary documentation of accurate factual content and logical reasoning resulting in the choice of accurate diagnosis or treatment</li> <li>• Relevant, correct and precise use of terminology with correct spelling which enhances the answer</li> </ul>	

<b>Evidence-based synthesis and application of information</b>	<ul style="list-style-type: none"> <li>Minimal/ inadequate logical reasoning and not supported with appropriate peer-reviewed resources</li> <li>Minimal relevance of the citation to the content</li> <li>Inadequate implementation of 7<sup>th</sup> Ed. APA citation style</li> <li>Minimal integration of factual content and application to the case in question</li> <li>Minimal/ inadequate integration resulting in a lack of a holistic view of the answer</li> </ul>	<ul style="list-style-type: none"> <li>Adequate logical reasoning supported with appropriate peer-reviewed resources</li> <li>Adequate relevance of citation to the content</li> <li>Adequate implementation of 7<sup>th</sup> Ed. APA citation style</li> <li>Adequate integration of factual content and application to the case in question</li> <li>Adequate integration and presentation of a holistic view of the answer</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary logical reasoning supported with appropriate peer-reviewed resources</li> <li>Exemplary relevance of citation to the content</li> <li>Exemplary implementation of 7<sup>th</sup> Ed. APA citation style</li> <li>Exemplary integration of factual content and applies to the case in question</li> <li>Exemplary presentation of the holistic view of the answer</li> </ul>	/40
	Does not meet expectations 0-15	Meets Expectations 16-18	Exceeds Expectations 19-20	
<b>Overarching Conclusion</b>	<ul style="list-style-type: none"> <li>Minimal/inadequate summary of the critical identification and inclusion of question components</li> <li>Minimal/ inadequate specification and implications of clinical relevance</li> </ul>	<ul style="list-style-type: none"> <li>Adequate summary of the critical identification and inclusion of components of the question</li> <li>Adequate specification and implications of clinical relevance</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary summary of the critical identification and inclusion of components</li> <li>Exemplary specification/ implications of clinical relevance</li> </ul>	/20

**Comments:**

## Appendix C- Oral Comprehensive Examination Rubric

Oral Examination Rubric, 2023				
	Student Name:	Case:	Reviewer:	Points: /100
	<b>Does not meet expectations 0-31</b>	<b>Meets expectations 32-35</b>	<b>Exceeds Expectations 36-40</b>	
<b>Content /Core Elements</b>	<ul style="list-style-type: none"> <li>Does not identify key components of the case, or leaves listener with questions</li> <li>Uses incorrect unrelated, and/or vague terminology for the case response</li> <li>Does not differentiate or has limited ability to differentiate relevant from irrelevant components of the case</li> <li>Inaccurate or very vague interpretation of information related to the case</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and/or uses MOST key components of the case</li> <li>Basic/accurate use of terminology appropriate for the case response</li> <li>Accurately differentiates relevant from irrelevant components of the case</li> <li>Clear interpretation of all information related to the case</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and/or uses ALL key components of the case</li> <li>Exemplary, accurate and thorough use of terminology appropriate for the case response</li> <li>Exceptional ability to differentiate relevant from irrelevant components of the case</li> <li>Clear, accurate, and detailed interpretation of all information related to the case</li> </ul>	/40
<b>Relevance &amp; Rationale</b>	<ul style="list-style-type: none"> <li>Lack of or limited ability to demonstrate theoretical or clinical knowledge</li> <li>Inaccurate or lack of rationale for clinical decisions</li> <li>Inaccurate or no use of evidence-based source</li> </ul>	<ul style="list-style-type: none"> <li>Basic integration of theoretical and clinical knowledge</li> <li>Limited rationale for clinical decisions</li> <li>Accurately uses at least one evidence-based source</li> </ul>	<ul style="list-style-type: none"> <li>Clear integration of salient theoretical and clinical knowledge</li> <li>Logical rationale for clinical decisions</li> <li>Accurately uses more than one evidence-based source</li> </ul>	/40
	<b>Does not meet expectations 0-7</b>	<b>Meets Expectations 8-9</b>	<b>Exceeds Expectations 10</b>	
<b>Prompting &amp; Guidance</b>	<ul style="list-style-type: none"> <li>Inaccurate or vague response to the questions probed</li> <li>Inaccurate, unclear or vague ability to integrate new information to adjust plans “in the moment”</li> </ul>	<ul style="list-style-type: none"> <li>Accurate response to the questions probed</li> <li>Clear yet basic ability to integrate new information to adjust plans “in the moment”</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary and accurate response to the questions probed</li> <li>Clearly and accurately integrates new information to adjust plans “in the moment”</li> </ul>	/10

	<ul style="list-style-type: none"> <li>Limited and/or inaccurate alternative plans to varied clinical situations even with moderate guidance and prompting</li> </ul>	<ul style="list-style-type: none"> <li>Provides an accurate alternate plan to varied clinical situations with minimal prompting and guidance</li> </ul>	<ul style="list-style-type: none"> <li>Professionally and accurately provides alternate plans to varied clinical situations with no prompting and guidance</li> </ul>	
<b>Oral Communication &amp; Presentation</b>	<ul style="list-style-type: none"> <li>Presents in an unclear and/or disorganized manner, tends to ramble and lose topic focus</li> <li>Communication is marked by hesitations; somewhat disorganized and difficult to follow</li> <li>Nonverbal communication distracts the listener/interferes with presentation of the case</li> </ul>	<ul style="list-style-type: none"> <li>Presents in a calm, assertive and professional manner during most of the case presentation</li> <li>Communication is clear, organized and precise during most of the presentation</li> <li>Nonverbal communication adds somewhat to presentation of the case</li> </ul>	<ul style="list-style-type: none"> <li>Presents in a calm, assertive and professional manner throughout case presentation</li> <li>Communication is clear, organized and precise throughout the entire presentation</li> <li>Nonverbal communication complements the presentation of the case</li> </ul>	/10

**Comments:**