



California State University, Sacramento

Department of Communication Sciences and Disorders

SYLLABUS & COURSE OUTLINE

Class Information:		
Semester/Year: Summer 2024	Course: CSAD 140L SLPA Practicum, Ethical and Legal Parameters	Section: 50
Meeting Days: As scheduled	Meeting Times: As scheduled	Location: As scheduled
SLPA Program Coordinator: Tonia N. Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Section Instructions/Campus Liaisons: Kathleen Abendroth, PhD, CCC-SLP Lisa D'Angelo, PhD, CCC-SLP Heather Thompson, PhD, CCC-SLP	abendroth@csus.edu dangelo@csus.edu heather.thompson@csus.edu	

CSAD 140L. SLPA Practicum, Ethical and Legal Parameters.3 Units

Prerequisite(s): Undergraduate degree in CSAD from Sacramento State within the last 5 years and department admission. Evidence of passing all medical requirements and departmental background checks.

Corequisite(s): CSAD 140 or CSAD 146.

Term Typically Offered: Summer

This course serves as extension coursework to the CSAD Bachelor of Science Program to prepare students for SLPA license application. This course is designed to meet the State of California's registration and licensing requirements for Speech-Language Pathology Assistants and the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Supervised clinical practice takes place in schools, private practice or medical settings. Students are expected to conform to the schedules of assigned placement(s) and must furnish their own transportation to clinical site(s).

Place of Course in Program:

This course is required to meet the State of California's registration and licensing requirements for Speech-Language Pathology Assistants (SLPA). CSAD 140L will generally be taken by students following the completion of their

undergraduate degree or as part of the second bachelor's of science in Communication Sciences and Disorders program. The methods course (CSAD 140) is a co-requisite to this CSAD 140L practicum course.

This clinical experience requires assisting a licensed Speech-Language Pathologist (SLP) with the clinical management of persons with communication disorders. Each CSAD 140L student will be assigned to a speech language pathology (SLP) master clinician with whom they will work during an approximately 6 (or 12) week clinical semester. The SLP master clinician has at least three years of experience working as an SLP, holds a current California license and is registered with Speech-Language Pathology and Audiology Board (SLPAB), and/or holds a current Clinical Rehabilitative Credential.

Table 1: Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Fieldwork Experience:

Times and dates for the field experience will be arranged by the program coordinator and will occur at an off-site location, either in a public school or private clinic setting within the greater Sacramento area (within a 2-hour driving distance of the CSUS campus). *All fieldwork is done off-campus. Students are required to provide their own transportation to those sites.* The SLPA student is expected to be at their assigned practicum site as arranged by the program coordinator. For summer public school placements, the start/end date of the fieldwork experience is based on the length of the school district's regular academic and extended school year program (ESY summer special educational program). Fall placements will be made according to the public school or private practice schedule.

CSAD 140L involves direct client contact/interaction. Students may work with a variety of client populations as part of this CSAD 140L practicum experience. The SLPA student must obtain a minimum of 100 fieldwork hours at their practicum site. Students (under the direction of a licensed SLP) will have opportunities to implement prescribed treatment plans, develop data-keeping strategies, set up/prepare for sessions, assist with speech/language screenings without interpretation, and perform various clerical duties when needed.

Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA as described in the California state law: Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363.

Other Requirements

1. A bachelor's degree in Communication Sciences and Disorders (no more than 5 years old) from California State University, Sacramento and meet University and Department standards (or the equivalent for CSAD2B students).
2. Be concurrently enrolled in CSAD 140.
3. Completion of the Department background check (if not already done).
4. Completion of a TB test and the 3 shot Hepatitis (HBV) series of vaccinations.

Course Objectives and Learning Outcomes

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 140L SPECIFIC STUDENT LEARNING OUTCOMES:

1. Identify and discuss the professional responsibilities and ethical behavior for practice of a Speech-Language Pathology Assistant (SLPA) under the guidelines of the state of California's Speech-Language Pathology and Audiology Licensing Board (SLPAB) and American Speech-Language and Hearing Association (ASHA) Code of Ethics.
2. Identify and discuss the regulations to client confidentiality and privacy rule under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulation.
3. Understand and discuss the procedures and considerations for cultural and linguistic variations for management of individuals with communicative disorders as required by the SLP master clinician.
4. Discuss and set up a treatment session based on the client's treatment objectives, teaching methods, and use of appropriate reinforcements as described orally and in writing by the SLP master clinician.
5. Collect and report treatment data in a standardized manner as required by the SLP master clinician.
6. Understand and discuss the difference between a complete client assessment and a screening.
7. Understand and identify the non-treatment or clerical duties of a SLPA.
8. Identify and discuss the supervision requirements for a SLPA (type of supervision and CEU requirements for the SLP master clinician).
9. Understand and identify the requirements and processes for registering as a SLPA.

Table 2: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1-9	Clinical Competencies	

Textbooks and Materials: None.

Online Resources: Canvas.

Course Requirements/Components:

Attendance

1. The student is expected to be at their assigned practicum site on the days/times agreed upon between the SLP Supervising Clinician and SLPA student intern.
2. If a student clinician is **ill or has a medical emergency**, they should (a) complete the fillable form available at: <https://forms.office.com/r/iJCBjRNr12> and (b) submit a doctor's note directly to Dr. Thompson by email at heather.thompson@csus.edu. Any excused absence **requires** medical documentation and this

excused absence shall last no longer than two days. Please review the contract in this syllabus for additional information.

3. If a student clinician is **absent, tardy, or leaves early for any reason from their full-time internship, the student clinician must complete a fillable form.** This e-form is available at <https://forms.office.com/r/iJCBjRNr12> and will be received by Dr. Abendroth, Clinic Coordinator. Student completion and submission of the e-form is a clinic requirement that is aligned our clinics and should be completed if there is *any* reason that a student clinician is not at their site for their assigned schedule. As a reminder, student clinicians should **not** (a) leave early "just because sessions are done," (b) arrive late to their internship site, and (c) ask for days off to study or for classes, take care of personal errands, participate in a job interview, prepare for sessions/assessments at home, or attend a doctor's appointment. Excused or unexcused absences need to be submitted to Dr. Abendroth--not just asked of the student clinician's on-site supervisor. This is because a request for "time off" places the onsite supervisor in an unfair position. Further, it is not considered to be professional behavior by the student clinician. **Failure to comply with this requirement may result in the immediate administration of a performance improvement plan (PIP) and/or an automatic failure of this course** (even if the student clinician has earned all required clinical clock hours).

SLP Supervising Clinician: Practicum site times have been assigned based upon internship site availability. No change to the schedule may be made without the approval of the student's SLP supervising clinician and the program coordinator.

1. Has a current California state license in Speech-Language Pathology, Rehabilitation Service Credential, and ASHA-certification with a minimum of 9 months following certification
2. Provide different levels of supervision (direct/indirect) based on competency level throughout training program
3. Conducts ongoing functional assessment of SLPA's skills with assigned task and must be onsite during internship
4. Holds primary responsibility of treatment of clients/students served
5. Provides 100% immediate supervision (on site) for client contact hours.
6. Provides 50% direct supervision (in-view observation) of the SLPA intern.

Clinic Handbook: The Clinic Handbook will be provided at the start of the semester. Students are responsible for following the policies and procedures described in the clinic handbook.

Schedule: A schedule of suggested timelines and activities is provided in the clinic handbook, pages 16-19. Students must review the schedule and timeline to ensure that competencies can be achieved.

Grading Policy: A passing grade for clinic performance is based on the Final Clinical Competency Form that is completed by the SLP master clinician (See Clinical Competencies, in the Clinic Handbook and below). Students and SLP master clinicians should review this form BEFORE clinic starts so that s/he aware of all items that will become part of the assessment for this clinic and so that the student can be evaluated on each of the competencies listed on the form. The Clinical Competency form will be completed by the SLP master clinician at midterm and at the end of the fieldwork experience, but it is the final Clinical Competency Report on which the clinic grade is based. **A passing grade for the fieldwork experience is a B- or higher.** A passing grade is obtained by achieving a rating of 4.0 or better on the average of the competency items scored (i.e., items rated a score of 1-5). Items rated as a "0" or "No basis for evaluation" are not included in the final score.

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
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4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented <input type="checkbox"/> Demonstrates creative problem solving <input type="checkbox"/> Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 – 4.49	B+	<u>Meets Performance Expectations</u> (Minimum to moderate assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency <input type="checkbox"/> Student can problem solve and self-evaluate adequately in-session <input type="checkbox"/> Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.15 – 4.34	B	
4.00 – 4.14	B-	
A grade below this line is a fail		
3.85 – 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistently demonstrates clinical skill/behavior <input type="checkbox"/> Student’s efforts to modify performance result in varying degrees of success <input type="checkbox"/> Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate <input type="checkbox"/> Student is aware of need to modify behavior, but is unsure of how to do so <input type="checkbox"/> Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
0 – 2.99	F	
<u>Unacceptable Performance</u> (Maximum assistance is not effective) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is not evident most of the time <input type="checkbox"/> Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so <input type="checkbox"/> Specific direction from Clinical Instructor does not alter unsatisfactory performance 		

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide

documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Title IX

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources: Student Health & Counseling Services at The WELL On Campus
Phone Number: 916-278-6461
Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education

- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Clinical Objectives and Associated Competencies

Speech-Language Pathology Assistants

Instructions: Use this form to provide on-going assessment and/or final evaluation of competencies. The ratings are:

- 5 = Demonstrates the competency consistently. Performs independently at least 90% of the time.
- 4 = Competency is emerging. Demonstrates competency 67%-90% of the time.
- 3 = Competency is present at times. Demonstrates competency 50%-75% of the time.
- 2 = Competency is present at times. Requires direct instruction or modeling at least 50% of the time.
- 1 = Competency needs work. Performs only with direct instruction or modeling.
- N/A = No basis for evaluation.

Objective 1: Effectively prepares for sessions

- a. Reads client's charts & is aware of pertinent information.
- b. Demonstrates knowledge of client's goals & objectives
- c. Selects materials and tasks that are appropriate for addressing goals &
- d. Demonstrates evidence of careful planning in advance of sessions.
- e. Reviews textbooks, course notes, and assessment and treatment methods to prepare for clinic.
- f. Discusses client goals and objectives with SLP Master Clinician.

Objective 2: Conducts systematic screening sessions

- a. Prepares screening area and instruments appropriately.
- b. Presents instructions and stimuli according to client's age & functional ability, using age-appropriate language and effective communication
- c. Administers screening measures according to protocols.
- d. Accurately records responses.
- e. Completes screenings within reasonable time frame.
- f. Assists the SLP Master Clinician with speech, language, and hearing screenings without clinical interpretation.
- g. Assists the SLP with bilingual translation during screening and assessment activities exclusive of interpretation
- h. Refers to Knowledge and Skills needed by Speech-Language Pathologists and Audiologists to provide culturally and linguistically appropriate services.
- i. Serves as interpreter for patients/clients/students and families who do not speak English.

Objective 3: Conducts effective therapy sessions

- a. Provides appropriate instructions and explanation of tasks.
- b. Identifies and uses materials that are motivating to the client and achieve the treatment goals.
- c. Provides accurate & immediate feedback to client, as appropriate.
- d. Presents stimuli at an appropriate pace.
- e. Accurately observes & records responses.
- f. Follows documented treatment plans or protocols developed by the SLP Master Clinician.
- g. Uses appropriate models, prompts or cues. Allows time for client response.
- h. Provides an appropriate dosage of intervention trials in a given session.

- i. Documents student, patient, and client performance (e.g., tallying data for the SLP to use; preparing charts, records, and graphs) to allow SLP Master Clinician to track client progress.
- j. Communicates with SLP Master Clinician to approve the modification of intervention plans, strategies, materials, or instrumentation to meet client needs.
- k. Knows and practices within the SLPA scope of practice regarding communication with to client/family.
- l. Identifies areas of concern and conveys concerns to SLP Master Clinician as appropriate.
- m. Understands scope of practice for guidance and treatment via telepractice to students, patients, and clients who are selected by the supervising SLP as appropriate for this service delivery model.
- n. Programs and provides instruction in the use of augmentative and alternative communication devices.

Objective 4: Demonstrates professional work behaviors

- a. Self-identifies as SLPA student intern to families, students, patients, clients, staff, and others. This may be done verbally, in writing, and/or with titles on name badges. Wears name/title badge consistently.
- b. Makes changes to screening and therapy plans only as directed by SLP.
- c. Demonstrates awareness of duties and responsibilities of SLPA.
- d. Seeks assistance as appropriate.
- e. Performs paperwork within the SLPA Scope of Practice.
- f. Completes all work in a time-efficient manner.
- g. Conducts all clinical activities in an ethical, lawful and responsible manner.
- h. Effectively communicates with professionals, clients, and caregivers and SLP Master Clinician.
- i. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, and ASHA practice policies and guidelines.)
- j. Reviews books, research articles and lecture notes pertinent to clinical caseload to ensure adherence to evidence-based clinical practices.
- k. Establishes an effective therapeutic relationship with the client and caregivers (i.e. emotionally-safe, promotes fairness, respect and supports productive treatment sessions.)
- l. Is prepared to discuss paperwork coherently, effectively and submits forms promptly.
- m. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregiver, and relevant others.
- n. Implements advice/guidelines/recommendations of the SLP Master Clinician promptly.
- o. Collaborates with other professionals in case management within the SLPA scope of practice
- p. Provides services under SLP supervision in another language for individuals who do not speak English and English-language learners.
- q. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner.
- r. Complies with the clinic/school or organization dress code.
- s. Notifies the SLP Master Clinician of any client or clinician absences, as appropriate
- t. Is prompt with the initiation of and termination of each therapy session.
- u. Sufficient preparation has been given to each session.
- v. Maintains client confidentiality and complies with HIPAA regulations.
- w. Maintains awareness of and complies with clinic/school policies.

Objective 5: Professional Documentation Under SLPA Scope of Practice

- a. Exhibits compliance with The Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) regulations for the clinic or educational site, as appropriate.
- b. Edits to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization.
- c. Written work adheres to the SLP Master Clinician's preferred format and is coherent and appropriate for the defined audience
- d. Writes/summarizes data for goals clearly and effectively

- e. Displays effective written communication in all professional writing.
- f. Demonstrates appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.
- g. Assesses his/her own charting and documentation and develops strategies for addressing weaknesses.
- h. Clearly documents the progress a client has made or lack thereof for SLP Master Clinician.