



Stony Brook **Southampton**

School of Health Professions

Speech-Language Pathology Graduate Handbook

Updated 1/30/2022

Revised 5/12/2022 due to errors in course description

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Chapter 1 - Introduction

1.1 Program Description and Candidacy Status

Program Description

The Speech-Language Pathology (SLP) program leading to a M.S. degree is housed in the School of Health Professions (SHP), at Stony Brook University's Southampton location. It is a comprehensive and rigorous program which prepares students for positions in a variety of settings including hospitals, rehabilitation facilities, long-term care facilities, extended care facilities, schools, agencies, and private practices. Stony Brook University (SBU) is affiliated with Stony Brook University Hospital, Long Island State Veterans Home, and Southampton Hospital. Students will engage in clinical practice each semester throughout their two-year program.

The graduate students in this program will engage in clinical simulations and interprofessional practice experiences with students from other health-related programs. The degree program is offered in a traditional weekday format and there is a cohort model which fosters camaraderie among students. Students are required to complete pre-requisite coursework prior to their admission into the program. During a student's didactic coursework, the student will have opportunities to observe and interact with patients diagnosed with several different diseases/disorders including Amyotrophic Lateral Sclerosis, Multiple Sclerosis, Parkinson's Disease, Aphasia, Cleft Palate, Autism, and Alzheimer's Disease. Upon completion of the program, students will be eligible for their American Speech-Language-Hearing Association (ASHA) certification and New York State (NYS) licensure. Optional tracks will prepare students for initial teaching certification and bilingual extension certification (in Spanish) in the schools.

Candidacy Status

The Master's of Science program in Speech-Language Pathology at Stony Brook University of the State University of New York is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700

According to Standard II: Education Program (<https://www.asha.org/Certification/2020-SLP-Certification-Standards/#2>), all graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

1.2 Mission and Vision

Mission

The mission of the Master's in Speech-Language Pathology program is to develop exceptional speech-language pathologists dedicated to positively impacting their communities through service, ethical and evidence-based practices, and advocacy and scholarship. In order to achieve this, we are committed to educate our students to become clinical practitioners, teachers and researchers in communication and swallowing disorders. The students will engage in team-based and problem-based learning experiences and provide services to individuals with communication disorders under expert faculty supervision while learning about integrating theory into clinical practice in a variety of medical and educational settings. Graduates from the program will be known for their commitment to lifelong learning, high standards of professional behavior, collaborative practices, sensitivity to human diversity, and their ability and willingness to use their knowledge and skills to enrich the lives of others.

VISION

The Master's Program in Speech-Language Pathology is dedicated to produce licensed and certified speech-language pathologists who will service persons with communication and swallowing disorders. The program provides a commitment for academic excellence by incorporating evidence-based practice, critical thinking, scholarly activity, innovative clinical training methods, and interprofessional education and practice. The program prepares qualified and compassionate individuals for careers in the field of communication and swallowing.

1.3 Student Learning Outcomes (SLOs)

The Student Learning Outcomes (SLOs) of the program are:

1. Students will recognize and diagnose the basic human communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities. **Standards IV-C and IV-D.**

2. Students will apply learned principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates for each of the areas specified in #1, **Standards IV-D and V-F.**

3. Students will demonstrate the integration of research processes and principles into evidence-based clinical practice. **Standards IV-E and IV-F.**

4. Students will demonstrate knowledge of licensure and certification and integrate, apply and adhere to the American Speech-Language-Hearing Association standards of professional and ethical conduct. **Standard IV-E, IV-G and IV-H.**

5. Students will integrate, synthesize and apply their classroom knowledge with their clinical experiences, which include experiences enough in breadth and depth to achieve the following skills outcomes in evaluation, intervention, and interaction and personal qualities. **Standards V-A and V-B.**

6. Students will demonstrate, synthesize, and integrate knowledge of clinical experiences, including Interprofessional Education and Practice with other health professional students and clinicians. **Standards V-B and V-C.**

SLOs for the optional teacher certification/bilingual education extension tracks:

1. Students will apply learned principles and methods related to prevention, assessment, and intervention for children with communication disorders in school settings. **Standards IV-D, V-B and V-F.**

2. Students will apply learned principles and methods related to bilingual prevention, assessment, and intervention for

children with communication disorders in school settings. **Standards IV-D, V-B and V-F.**

Reference:

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2020). 2020 Standards and for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved [June 3, 2016] from <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>.

1.4 Student's Roles and Responsibilities

Students are expected to monitor their own achievement and behavior. All students are expected to seek help, support, guidance from their instructors and supervisors when necessary. Students are expected to attend their classes and clinical placements. Attendance Policy for classes will be listed in each course syllabus. Any excessive absences could potentially delay a student's completion of the graduate program. All students are required to meet with their faculty advisor prior to registration for the following semester to review KASA outcomes and coursework and progress toward graduation. Students are also required to meet with the Director of Clinical Education once a semester to review their clinical outcomes, clinical experience to date, discuss future clinical placement, and progress toward graduation.

All students are expected to attend and participate in all scheduled classes, clinical sessions, dates, and meetings as deemed necessary and appropriate by the professors or supervisors. Attendance is mandatory. Please refer to the attendance policy within SHTM as well as within each course syllabus. The clinical dates, times, and sessions to participate are determined by either the DCE and/or the site supervisor based on caseload, clinical schedule, and didactic course schedule. The student is to arrive on time to the site and active participation in miscellaneous tasks may be required (documentation, billing, meetings) beyond the end time of the clinical day.

1.5 Director of Clinical Education Responsibilities

The Director of Clinical Education will serve as the program's liaison between the program and the Clinical experience. This person is the primary contact between the site supervisor/instructor and the program. Some responsibilities include:

- Arranging student placements (**No student should try to find their own placement without consulting the DCE**)
- Maintaining accurate documentation of the student's clinical placement and be available for conferences with the student and site supervisor/instructor
- Consult about any clinical problems that may arise
- Evaluate the merits of a site for a future clinical placement
- Determine and submit the end of semester grade with the site supervisor/instructor

1.6 Responsibilities of all Site Supervisor's including Clinicals III, IV, V, Schools Clinical or Bilingual Clinical

A site supervisor must hold an active license and ASHA CCCs. All supervisors will need 2 hours of professional development regarding supervision as of January 2020 CFCC Standards.

A supervisor in the school setting must also hold the appropriate state license, if applicable. Review the following site and article for more information about supervisor responsibilities and styles -

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942113§ion=Key_Issues

Carol C. Dudding, Vicki McCready, Loretta M. Nunez & Samantha J. Procaccini (2017) Clinical supervision in speech-language pathology and audiology in the United States: Development of a professional specialty, *The Clinical Supervisor*, 36:2, 161-181, DOI: [10.1080/07325223.2017.1377663](https://doi.org/10.1080/07325223.2017.1377663)

1.7 Academic Standards in Program

To remain in good academic standing, students are expected to demonstrate adequate progress toward graduation. Adequate progress will be evidenced by:

- A cumulative grade point average of at least 3.0 on a 4.0 scale during each semester a student is enrolled in the program

- Grades of B or above in all clinicals (Please note hours earned in any clinical in which a grade is less than a B, will not count toward the total hours required for graduation)
- Grades of B- or higher in academic coursework
- Behavior consistent with the ASHA Code of Ethics and the Essential Functions outlined in this handbook

1.8 Faculty and Staff

Renee Fabus, Ph.D., CCC-SLP, TSHH Chair of the Department

She received her bachelor's degree from New York University, her Masters of Science degree in Speech-Language Pathology from Teachers College, and her M. Philosophy and Ph.D. from Columbia University. She will complete a graduate certificate program in Higher Education Leadership from University of Massachusetts at Amherst in September 2020. Dr. Fabus is a certified and licensed speech-language pathologist for 24 years who has practiced in a variety of medical settings. She has taught and supervised in programs in the New York City and Long Island areas and published in the areas of speech sound disorders, aphasia, dysphagia and stuttering.

Elisabel Chang, MS, CCC-SLP, TSSLD-BE Director of Clinical Education in May 2022

She received her Bachelor of Arts degree from the City University of New York—Brooklyn College, and her Master of Science degree in Communication Disorders: Speech-Language Pathology from Adelphi University. Ms. Chang is a licensed and certified bilingual speech-language pathologist in New York and Florida who has practiced in variety of settings. She began her career with the New York City Department of Education (NYCDOE) as a Bilingual Speech-Language Pathologist, where she worked with preschool and school-aged English Language Learners with language and literacy-based disorders. Elisabeth also previously worked with medically fragile patients in a home health setting. She provided intervention to students in an integrated preschool setting, as well as clients in private practice. In addition, Ms. Chang worked as a diagnostician where she implemented linguistically and culturally responsible methods to determine language disorders vs. language differences for students in Nassau and Suffolk Counties, as well as the NYCDOE. Most recently, Ms. Chang served as a Clinical Instructor at the University of South Florida (USF) where she instructed graduate students in their Pediatric/Language-Phonology Practicum. As a Clinical Instructor at USF, Ms. Chang served a diverse community while helping graduate students transfer their academic knowledge to clinical situations while using evidence-based practices (EBP) and developing their clinical judgment. She also educated students on the administration of culturally and linguistically responsible evaluations using standardized and non-standardized measures. Ms. Chang's primary clinical interests include providing culturally competent assessments and differential diagnosis for linguistically diverse students. While at USF, Ms. Chang developed a pilot program where graduate student clinicians, under her guidance and direction, performed differential diagnosis of language difference vs. disorder for school-aged children from a local school district. During the evaluation process, the school based SLPs participated and were trained on best practices for differential diagnosis. Elisabeth has also provided district-wide professional development to staff SLPs and lectured to graduate students on topics such as Cultural Competence in Speech-Language Pathology, Diversity and Inclusion in Speech-Language Pathology, Equality vs. Equity in Speech-Language Pathology, Language Difference vs. Language Disorder, Non-Standardized and Dynamic Assessments, and Culturally and Linguistically Responsible Evaluations.

Chapter 2 – Curriculum

2.1 Curriculum

| Curriculum for Speech-Language Pathology Program (Courses in alphabetical order within a Track) | | | |
|---|----------|---|------------|
| Course Title | Credits | Course Title | Credits |
| Required Courses: | | Clinicals | |
| Adult Dysphagia | 3 | Clinical I | 0.5 |
| | | Clinical II | 1.0 |
| | | Clinical III | 1.5 |
| | | Clinical IV | 3.0 |
| | | Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; | 3.0 |
| | | Audiology Clinical | 0.5 |
| | | Diagnostic Clinical | 0.5 |
| | | Note: One clinical credit is equivalent to 40 clinical hours. | |
| Aphasia and Related Disorders | 3 | | |
| Augmentative and Alternative Communication | 2 | | |
| Aural Rehabilitation | 2 | | |
| Autism and Social Communication Disorders | 2 | Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD): | |
| Capstone Project in Speech-Language Pathology and Praxis Examination Preparation | 2 | Education: Theory and Practice | 3 |
| Clinical Concepts in Audiology | 2 | Language Acquisition and Literacy Development | 3 |
| Cognitive Communication Disorders | 1 | Principles and Practices of Special Education | 3 |
| Diagnostics in Speech-Language Pathology | 2 | Speech and Language Pathology in the Schools Clinical | 4 |
| Early Intervention in Speech-Language Pathology | 3 | | |
| Fluency Disorders | 2 | Optional Track- Bilingual Extension Requirements: | |
| Foundations of Clinical Practice | 2 | Bilingualism | 3 |
| Language and Literacy Disorders in School-Age Children and Adolescents | 3 | Foundation of Teaching English Language Arts to Bilingual Language | 3 |
| Neuromotor Speech Disorders | 3 | Methods of Teaching Second Language and Content to Bilingual Students | 3 |
| Neuroscience in Communication Sciences and Disorders | 3 | Sociolinguistics/ Hispanic Dialectology and Sociolinguistics | 3 |
| Preschool Child Language Disorders | 3 | Speech and Language Pathology in the Schools Bilingual Clinical | 4 |
| Research Methods and Resources in Communication Sciences and Disorders | 2 | | |
| Seminar in Counseling | 1 | | |

| Curriculum for Speech-Language Pathology Program (Courses in alphabetical order within a Track) | | | |
|---|---------|---|---------|
| Course Title | Credits | Course Title | Credits |
| Seminar in Medical Speech-Language Pathology | 1 | **Non-Credit Workshops (Required for students choosing the TSSLD and Bilingual Education Extension | |
| Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders | 2 | Dignity for All Students (6-hour course) | NC |
| Speech and Language Pathology in the Schools | 3 | Identification and Referral of Substance Abuse | NC |
| Speech Sound Disorders | 3 | Identifying and Reporting Child Abuse | NC |
| Voice and Resonance Disorders and Instrumentation | 3 | Prevention and Identification of School Violence | NC |
| | | Total required credits: 63; Track SLP + TSSLD + Non-Credit Workshops: 73; Track SLP + TSSLD + Bilingual Extension + Non-Credit Workshops: 85 | |

2.2 Curriculum with Course Description

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 510 | Aphasia and Related Disorders | This course will provide the students current theory and practice in the identification, assessment, and intervention of aphasia in adult. Topics include the anatomy, neuropathology and the cognitive and communication characteristics associated with the different types of aphasia and Right Hemisphere Syndrome. Evidence-based practices in assessment and intervention, multicultural issues during service delivery, patient and family education, and client advocacy will be covered. Students will learn how to translate research into clinical practice. |
| HHS 511 | Cognitive Communication Disorders | This course will provide information about the assessment and intervention of cognitive communication disorders, including traumatic brain injury, primary progressive aphasia and dementia. Evaluating and treating cognition, including attention, memory and executive function skills will be discussed. Evidence based practice for assessment and intervention with a focus on The World Health Organization's International Classification of Functioning, Disability, and Health model will be discussed. There will be opportunities for inter-professional practice and discussion about multicultural service delivery, partner/family education and challenges that clinicians face in today's healthcare system. |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | This course will cover the neuroanatomy and Neuro-physiology of the speech, language, hearing, and swallowing mechanism. This intensive neuroscience course will include neuroanatomical dissections, lectures, and clinical problem solving. Additionally, students will be required to conduct a cranial nerve exam examining the cranial nerve s responsible for speech and swallowing with a client diagnosed with a communication or swallowing disorder. Team-based and problem-based learning will be used in the classroom to help students apply their theoretical knowledge into clinical practice. |
| HHS 513 | Adult Dysphagia | The course will examine the anatomy and physiology of normal and disordered swallowing in the adult population. Topics include the assessment and intervention of swallowing disorders, etiologies of swallowing disorders. Working with tracheotomy /ventilator dependent populations, ethical considerations, documentation, insurance coverage as well as the importance of client advocacy and education with family and other professionals. Students will integrate and refine their skills through case scenarios, role-playing situations, inter-professional education and inter-professional practice. |

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 514 | Neuromotor Speech Disorders | <p>This course will cover the etiology, assessment and intervention of motor speech disorders secondary to developmental or acquired central and/or peripheral damage to the nervous system of adults and children. Topics also include the identification and differentiation of various motor speech disorders secondary to neurological injury. In addition, best practice in assessment and intervention with an emphasis on evidence-based practice, ethical case studies, functional treatment outcomes, importance of inter-professional education, and client advocacy is discussed.</p> <p>Students will observe in the ALS team clinic at Stony Brook University Hospital.</p> |
| HHS 520 | Preschool Child Language Disorders | <p>This course will examine the theories of language development, evidence-based practice assessment and intervention of language delays/disorders in preschool children, multicultural service delivery, treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, and the role of family in the intervention process. Students will apply their theoretical knowledge to clinical practice by eliciting a language sample from a preschool child.</p> |
| HHS 521 | Speech Sound Disorders | <p>This course will cover articulation and phonological development, theories of development, and disorders in children. In addition, best practice in assessment and intervention with an emphasis on evidence-based practice, language difference versus disorder, multicultural issues in service delivery, and phonological awareness is discussed. Students will have an opportunity to apply theory into clinical practice by completing a speech sample assignment with a child diagnosed with a speech sound disorder.</p> |
| HHS 522 | Early Intervention in Speech-Language Pathology | <p>This course includes information about the normal development of feeding/oral- motor skills and its relation to overall motor development. In addition, feeding, craniofacial syndromes and disorders are discussed. Students will observe a session at the Cleft Palate - Craniofacial Center. Additionally, information about clinical practice in early intervention, caregiver training, multicultural issues in service delivery, and counseling of families will be discussed. There will be discussion about evidence-based practice approaches to the assessment and intervention of children who are medically fragile and how to best facilitate communication and feeding with these children.</p> |

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 523 | Language and Literacy Disorders in School-Age Children and Adolescents | <p>This course will provide an overview about school-age and adolescent language and literacy disorders. Models of language and reading development will be covered.</p> <p>Evidence-based practice assessment and intervention of oral and written language disorders in school-age children and adolescents, multicultural service delivery, treatment advocacy and outreach, designing intervention plans accounting for Common Core State Standards and Response to Intervention (RTI), and providing therapy services to children in schools will be discussed. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child.</p> |
| HHS 524 | Autism and Social Communication Disorders | <p>This course will review the current research about the speech-language, cognitive, and social communication aspects of Autism Spectrum Disorders. Additionally, possible theories of ASD, the diagnostic criteria used to identify these children, best practices in assessment and intervention will be discussed. The course will also focus on the role of families in the assessment and intervention process, using effective intervention strategies, and collaborative and interdisciplinary models of service delivery for children diagnosed with Autism and social communication disorders.</p> |
| HHS 526 | Foundations of Teaching English Language Arts to Bilingual Language Learners | <p>This course provides the students with a thorough understanding of methods of teaching English language arts to bilingual English language learners, including literacy for meeting the State learning standards for students. This is a required course for students who wish to obtain a Bilingual Extension in any registered and approved Base Certification Program. There will be a requirement of 25 hours of field experience dedicated to observations and paraprofessional authentic activities.</p> |
| HHS 530 | Voice and Resonance Disorders & Instrumentation | <p>This course will provide a thorough understanding of physical, physiological and pedagogical principles in understanding professional and nonprofessional impaired voice production in children and adults. Vocal anatomy, voice classification, and use of instrumentation for assessment and intervention will be discussed. This course will provide information about evidence-based practices in the assessment and intervention, multicultural issues, and client advocacy. Students will integrate their theoretical skills with clinical practice by engaging in real life scenarios and case studies.</p> |
| HHS 531 | Fluency Disorders | <p>This course will provide students with the theoretical knowledge about the nature and possible etiologies of fluency disorders, and evidence-based practice assessment and intervention in the preschool, school-age, adolescent and adult populations. There will be an emphasis on working with family and friends of persons who stutter. At the culmination of the course, students will complete a diagnostic evaluation and an intervention plan of a person with a fluency disorder.</p> |

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 532 | Aural Rehabilitation | This course provides information and strategies for aural habilitation/rehabilitation with children and adults. Topics include hearing aids, cochlear implants, assistive technology, speech reading, auditory training, listening skills impacted by hearing loss, deafness, auditory processing disorders and communication strategies and counseling techniques. Students will develop an intervention plan based on communication skills and needs of the individual and learn about collaborating as part of multidisciplinary teams. |
| HHS 533 | Augmentative and Assistive Communication | This course examines the design, selection, and use of augmentative and alternative methods of communication. Additionally, it addresses the populations for which they are appropriate, and issues related to the prevention, assessment and intervention of persons using augmentative and alternative methods and devices, client advocacy, and service delivery models. Students will also learn about incorporating evidence- based practices and multicultural service delivery in assessment and intervention. |
| HHS 536 | Seminar in Medical Speech-Language Pathology | This course will prepare students to provide evidence-based practice assessment and intervention with patients in a medical setting. Students will apply ethical and professional practice skills during problem-based and team-based case studies. Topics include: identifying the role of the SLP as a member of the rehabilitation team in healthcare, identifying pertinent background information and applying the information in making decisions about the patient's communication and swallowing function, creating functional treatment plans, and inter-professional education and practice. Students will also participate in neurology grand rounds. |
| HHS 537 | Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders I | This course covers an overview of the policies of the Graduate Program in Speech-Language Pathology and current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics, SLPs in different work settings, documentation, confidentiality, mandatory reporting of abuse, regulations and requirements for professional practice, cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations, and information about ASHA and its role in the profession. This course is the pre-requisite for Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders II. |
| HHS 538 | Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders II (Pre -requisite SLP 537) | This course covers current issues and procedures related to the clinical practice of speech- language pathology. Topics include knowledge and skills related to certification and licensure, employment seeking skills, cultural linguistic diversity, and the clinical fellowship. Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders I is a pre-requisite for this course. |

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 539 | Seminar in Counseling | This course will provide an overview about counseling in speech-language pathology, specifically in interdisciplinary and collaborative healthcare and educational settings. This course will cover the role of the speech-language pathologist in the counseling process, contemporary counseling issues, models of counseling, multicultural issues and advocacy during prevention and wellness, screening, assessment and treatment in different service areas. Case studies and team-based learning will be incorporated. |
| HHS 540 | Foundations of Clinical Practice (Co- requisite with SLP 581) | This course provides the students with a thorough understanding of the assessment and therapy principles, methods and procedures in speech-language pathology. Topics include Health Insurance Portability and Accountability Act (HIPAA), universal precautions, CALIPSO, writing behavioral objectives, session plans, progress notes, individual and group therapy, data accountability and recording, and teaching strategies. Students will attain 25 hours of supervised clinical observation if they did not attain at the undergraduate level. This course is taken concurrently with Clinical I. |
| HHS 542 | Clinical Concepts in Audiology (Co- requisite 586) | This course will provide the student with the knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Pure tone screenings, otoscopic inspection, tympanometry screening, listening checks for hearing aids, multicultural screening considerations, and counseling patient/family will be discussed. |
| HHS 544 | Diagnostics in Speech-Language Pathology (Co-requisite 587) | This course will cover the principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Topics include: analyzing and interpreting testing data, designing functional intervention plans based on the results , reporting assessment results to clients, family, and other professionals working in educational and health related fields, teaching students to be critical consumers of assessment material s, client advocacy and outreach, and professional ethics and practice. Students will engage in team-based and problem-based learning experiences. Additionally, students will acquire experience writing the different sections of a diagnostic report. This course is taken concurrently with Diagnostics Clinical. |
| HHS 546 | Speech and Language Pathology in the Schools | This course will cover the role of the speech-language pathologist in the school setting, models of service delivery historical and legal foundations of education, scheduling , individualized education planning, multicultural service delivery, importance of collaboration and consultation, Common Core Standards, managing the educational environment to maximize communication opportunities, communication with family and professional s, describe model s and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research-based special education practice. |

| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 551 | Research Methods & Resources in Communication Sciences and Disorders | This course will teach students to be critical consumers of different types of research in the field of communication sciences and disorders. Topics include research designs, accessing and assessing articles in journals; using Refworks; creating an annotated bibliography, ethics in research, Institutional Review Board; Evidence-Based Practice in communication disorders; HIPAA; and constructing a presentation/ professional poster. Students will be required to write a research proposal including a research question, theoretical position, supportive literature review, and methodology. |
| HHS 572 | Speech and Language Pathology in the Schools Clinical (Pre-requisite HHS 546, CEF 547, CEE 505, and *CEE 594) | This is a required clinical/seminar for students pursuing the TSSLD certification. Students will complete *150 clock hours of supervised clinical practice in a school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals and reflect about their clinical experiences. |
| HHS 574 | Speech and Language Pathology in the Schools Bilingual Clinical (Pre-requisite HHS 526, HHS 546, CEF 547, CEE 505, LIN 544, LIN 541/SPN 506, LIN 542 /SPN 505, and CEF 536) | This is a required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete *50 clock hours of supervised clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences. |
| HHS 581 | Clinical I (Co-requisite HHS 540) | Students will integrate information learned in concurrent speech- language pathology courses through real-life clinical experiences, classroom discussions and clinical simulations with other allied health professionals. Clinical clock hours will be obtained for real-life experiences and clinical simulations. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. It is taken concurrently with Foundations of Clinical Practice in a student's first semester in the graduate program. |

*These addendum errors in the course description were revised on 5/12/2022

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| HHS 582 | Clinical II (Pre-requisite HHS 581) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with adults. Clinical clock hours will be obtained for real-life experiences at clinical sites affiliated with Stony Brook University. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice and Clinical I are pre-requisites for this course. Students must earn a grade of a B or higher in the previous courses to enroll in this course. |
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| Speech-Language Pathology Program | | |
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| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 583 | Clinical III (Pre -requisite HHS 581 and HHS 582) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real- life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I and Clinical II are pre -requisites for thiscourse. Students must cam a grade of an 8 or higher in the previous courses and have a cumulative GPA of3.0 or higher in the graduate program to enroll in this course. |
| HHS 584 | Clinic a I IV (Pre-requisite HHS 581, HHS 582, HHS 583) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real- life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, and Clinical III are pre-requisites for this course. Students must earn a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course. |

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| HHS 585 | Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; (Pre-requisite HHS 581, HHS 582, HHS 583, HHS 584) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, Clinical III, and Clinical IV are pre-requisites for this course. This course is a required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension. Students must earn a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course. |
| HHS 586 | Audiology Clinical (Co-requisite SLP 542) | This course is taken concurrently with Clinical Concepts in Audiology. It will provide the student with the practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Students will gain hands-on experience performing pure tone screenings, otoscopic inspection, tympanometry screenings, listening checks for hearing aids, and making referrals to audiologists. |

| Speech-Language Pathology Program | | |
|-------------------------------------|--|---|
| Curriculum with Course Descriptions | | |
| Course Number | Course Name | Course Description |
| HHS 587 | Diagnostic Clinical (Co-requisite SLP 544) | Students will provide evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders. Students will be selecting and administering evaluation procedures, adapting evaluation procedures, interpreting and synthesizing information to determine diagnoses, considering multicultural service delivery and treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, making appropriate referrals and recommendations, providing counseling and education to patients/family and other professionals, writing diagnostic reports, and adhering to the ASHA Code of Ethics. This course is taken concurrently with Diagnostics in Speech Language Pathology (Lecture). |

| | | |
|---------|--|--|
| HHS 594 | Capstone Project in Speech-Language Pathology and Praxis Examination Preparation (Pre-requisite Completion of Research & Resources in Communication Sciences and Disorders, Clinical I, II, III, IV or Speech-Language Pathology in the Schools Clinical.) | This hybrid course will cover the nine ASHA areas of specialty, including speech sound disorders, child language/literacy disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. Additionally, basic human communication, audiology/hearing, counseling, professional issues, and research will be discussed. Additionally, students are required to complete a clinical research project in the second year of their graduate program. This course will provide the students the necessary tools to prepare and present a professional poster illustrating their research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation. |
|---------|--|--|

2.3 Plan of Study for Track I

Plan of Study for Track I - Eligibility for NYS Licensure and ASHA CCCs

| Term 1: Fall 1 | | |
|--|--|---------|
| Course Number | Course Title | Credits |
| HHS 510 | Aphasia and Related Disorders | 3.0 |
| HHS 511 | Cognitive Communication Disorders | 1.0 |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 |
| HHS 520 | Preschool Child Language Disorders | 3.0 |
| HHS 521 | Speech Sound Disorders | 3.0 |
| HHS 540 | Foundations of Clinical Practice | 2.0 |
| HHS 581 | Clinical I | 0.5 |
| Total = 15.5 credits | | |
| Term 2: Spring I | | |
| HHS 513 | Adult Dysphagia | 3.0 |
| HHS 514 | Neuromotor Speech Disorders | 3.0 |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 |
| HHS 582 | Clinical II | 1.0 |
| Total = 13 credits | | |
| Term 3: Summer 1 | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 |
| HHS 542 | Clinical Concepts in Audiology | 2.0 |
| HHS 586 | Audiology Clinical | 0.5 |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 |
| HHS 587 | Diagnostics Clinical | 0.5 |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 |
| HHS 583 | Clinical III | 1.5 |
| Total = 11.5 credits | | |
| Term 4: Fall 2 | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 |
| HHS 524 | Autism and Social Communication Disorders | 2.0 |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 |
| HHS 531 | Fluency Disorders | 2.0 |
| HHS 584 | Clinical IV | 3.0 |
| Total = 13 credits | | |
| Term 5: Spring 2 | | |
| HHS 532 | Aural Rehabilitation | 2.0 |
| HHS 533 | Augmentative and Alternative Communication | 2.0 |
| HHS 539 | Seminar in Counseling | 1.0 |
| HHS 585 | Clinical V | 3.0 |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 |
| Total = 10 credits | | |
| Total credits in program = 63 credits | | |

2.4 Plan of Study for Track II

Plan of Study for Track II - Eligibility for NYS Licensure, ASHA CCCs and Teaching Certification TSSLD

| Term 1: Summer 1 | | |
|--|--|----------------|
| Course Number | Course Title | Credits |
| CEE 505 | Education Theory and Practice | 3.0 |
| CEF 547 | Principles and Practices of Special Education | 3.0 |
| CEE 594 | Language Acquisition and Literacy Development | 3.0 |
| Total = 9 credits | | |
| Term 2: Fall 1 | | |
| HHS 510 | Aphasia and Related Disorders | 3.0 |
| HHS 511 | Cognitive Communication Disorders | 1.0 |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 |
| HHS 520 | Preschool Child Language Disorders | 3.0 |
| HHS 521 | Speech Sound Disorders | 3.0 |
| HHS 540 | Foundations of Clinical Practice | 2.0 |
| HHS 581 | Clinical I | 0.5 |
| Total = 15.5 credits | | |
| Term 3: Spring I | | |
| HHS 513 | Adult Dysphagia | 3.0 |
| HHS 514 | Neuromotor Speech Disorders | 3.0 |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 |
| HHS 582 | Clinical II | 1.0 |
| Total = 13 credits | | |
| Term 4: Summer 2 | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 |
| HHS 542 | Clinical Concepts in Audiology | 2.0 |
| HHS 586 | Audiology Clinical | 0.5 |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 |
| HHS 587 | Diagnostics Clinical | 0.5 |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 |
| HHS 583 | Clinical III | 1.5 |
| Term 5: Fall 2 | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 |
| HHS 524 | Autism and Social Communication Disorders | 2.0 |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 |
| HHS 531 | Fluency Disorders | 2.0 |
| HHS 584 or HHS 572 | Clinical IV or Speech and Language Pathology in the School Clinical | 3.0/4.0 |
| Total = 13/14 credits | | |
| Term 6: Spring 2 | | |
| HHS 532 | Aural Rehabilitation | 2.0 |
| HHS 533 | Augmentative and Alternative Communication | 2.0 |
| HHS 539 | Seminar in Counseling | 1.0 |
| HHS 584 or HHS 572 | Clinical IV or Speech and Language Pathology in the School Clinical | 3.0/4.0 |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 |
| Total = 10/11 credits | | |
| Total credits in program = 73 credits | | |

2.5 Plan of Study for Track III

Plan of Study for Track III - Eligibility for NYS Licensure, ASHA CCCs, Teaching Certification TSSLD and Bilingual Extension

| Term 1: Summer 1 | | |
|--|--|----------------|
| Course Number | Course Title | Credits |
| CEE 505 | Education Theory and Practice | 3.0 |
| CEF 547 | Principles and Practices of Special Education | 3.0 |
| CEE 594 | Language Acquisition and Literacy Development | 3.0 |
| Total = 9 credits | | |
| Term 2: Fall 1 | | |
| HHS 510 | Aphasia and Related Disorders | 3.0 |
| HHS 511 | Cognitive Communication Disorders | 1.0 |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 |
| HHS 520 | Preschool Child Language Disorders | 3.0 |
| HHS 521 | Speech Sound Disorders | 3.0 |
| HHS 540 | Foundations of Clinical Practice | 2.0 |
| HHS 581 | Clinical I | 0.5 |
| Total = 15.5 credits | | |
| Term 3: Spring I | | |
| HHS 513 | Adult Dysphagia | 3.0 |
| HHS 514 | Neuromotor Speech Disorders | 3.0 |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 |
| HHS 582 | Clinical II | 1.0 |
| Total = 13 credits | | |
| Term 4: Summer 2 | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 |
| HHS 542 | Clinical Concepts in Audiology | 2.0 |
| HHS 586 | Audiology Clinical | 0.5 |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 |
| HHS 587 | Diagnostics Clinical | 0.5 |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 |
| HHS 583 | Clinical III | 1.5 |
| Total = 11.5 credits | | |
| Term 5: Fall 2 | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 |
| HHS 524 | Autism and Social Communication Disorders | 2.0 |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 |
| HHS 531 | Fluency Disorders | 2.0 |
| SPN 506 | Bilingualism | 3.0 |
| HHS 584 | Clinical IV | 3.0 |
| Total = 16 credits | | |
| Term 6: Spring 2 | | |
| HHS 532 | Aural Rehabilitation | 2.0 |
| HHS 533 | Augmentative and Alternative Communication | 2.0 |
| HHS 539 | Seminar in Counseling | 1.0 |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 |
| CEF 536 | Methods of Teaching Second Language and Content to Bilingual Students | 3.0 |
| SPN 505 | Hispanic Dialectology and Sociolinguistics | 3.0 |
| Total = 13 credits | | |
| Term 7: Fall 3 | | |
| HHS/CEF 526 | Foundations of Teaching English Language Arts to Bilingual Language Learners | 3.0 |
| HHS 574 | Speech and Language Pathology Bilingual Clinical | 4.0 |
| Total = 7 credits | | |
| Total credits in program = 85 credits | | |

2.6 Program Advisement

Prior to graduate student orientation for the program, each student will be assigned a faculty advisor. Students will briefly meet with their advisor at this time to answer any questions about policies/procedures in the program.

Students will arrange meetings with their faculty advisor a minimum of one advising session per semester, approximately the midpoint in the semester. During these meetings, the student and the faculty advisor will review the following information: The Evaluation of Student Learning Outcomes for each course during the current semester, the Clinician Evaluation form for each clinical completed to date, as well as the student's portfolio completed to date. Additionally, the student will complete a generic skills form each semester for their first year in the program. Faculty are required to be available to students through appointments, phone calls, emails and office hours (See Faculty Office Hours Policy). During the orientation, the students will be informed about the policies and procedures with respect to academic and clinical instruction. This information will also be available to students in the Program Handbook, syllabi and on the program website (<https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology>).

At the first advisement meeting, the faculty member will assess the student's language proficiency in English (see Student Proficiency in English form). If it is determined that a student does not demonstrate English proficiency appropriate for clinical practice, the student will be counseled about the appropriate recommendations. The faculty advisor will review and complete the Tracking form, as well as, the Course Plan of Study during advisement sessions each semester.

The faculty member will maintain minutes of their advisement meetings in the student's file. The chair will follow-up periodically with faculty, through email and impromptu meetings, to ensure that appropriate communication and counseling occurs with students with whom there are concerns about their performance.

2.7 Clinical Advisement

Students will meet with the Director of Clinical Education once a semester (at the end of the semester) to review the clinical requirements toward graduation. Prior to meeting with the Director of Clinical Education, students will complete the clinical evaluation form, and the Clinical Requirements for the program form. When meeting with the director of clinical education, students will discuss progress towards graduation about clinical hours and experiences, as well as, review their midterm and final performance evaluations. The program uses CALIPSO to record and maintain all the students' clinical program requirements. Students are also expected to read and review the School of Health Professions Student Responsibilities for Clinical Education Handbook. Students are expected to have updated immunizations, health clearance, CPR training, and liability insurance.

2.8 Supervision and Placements

The policies and procedures that describe how the manner and amount of supervision are determined and are adjusted to reflect the competence of each student and that will allow each student to acquire the independence to enter independent professional practice. A minimum of 25% of the clinical practicum session will be supervised.

Supervision will be adjusted depending on the competence and experiences of the student. As students advance in the graduate program it is expected that less supervision will be required as they acquire the skills for independent practice. Clarification on type of hours and counting hours can be found by clicking the following link -

<https://www.asha.org/certification/covid-19-guidance-from-cfcc/>

Also, information about student requirement for graduation can be found by clicking the following link-

<https://www.asha.org/certification/2020-slp-certification-standards/>

Supervisors are responsible to perform the tasks of supervision as outlined in the following link -

<https://www.asha.org/policy/ps1985-00220/>.

Before serving as a supervisor or CF mentor for purposes of ASHA certification, individuals must

- hold ASHA certification (CCC-A or CCC-SLP),

- have completed a minimum of nine months of practice experience post-certification, and
- have earned at least [two hours of professional development](#) post-certification (one-time requirement) in the area of supervision and/or clinical instruction.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

<https://www.asha.org/certification/2020-slp-certification-standards/>

The Department requires a copy of their ASHA card, NYS license, TSHH/TSSLD if applicable, resume/biosketch and supervisory and ethics course information. Each supervisor will have an account in CALIPSO to add the midterm and final performance evaluation for the student and approve their clinical clock hours.

The following link provides information about Frequently asked questions for supervision-

<https://www.asha.org/slp/supervisionfaqs/>.

Some factors which are important in determining clinical placements include placements available to supervise students during the semester, students' prior placements, didactic and clinical performance, professional behaviors, knowledge and skills necessary, student growth and goals. Students are required to interview for placements and some placements may be competitive. It is the responsibility of the student to prepare for their interview and seek out available resources. Students are expected to obtain their own transportation to and from placements. A placement may be approximately 60 – 90 minutes away with traffic on Long Island. See Supervisory Handbook.

2.9 CALIPSO and Maintaining Clock Hours

The Stony Brook University Program uses CALIPSO, a web-based secure platform system, to track students' clinical clock hours, clinical evaluations, and program outcomes. Students will be provided with a pin to register as users on CALIPSO during their first semester of coursework. The site can be accessed at: <https://www.CALIPSOclient.com>. Students will need to maintain accurate records of earned clock hours. Students can earn clock hours with a class assignment which is supervised and approved by a licensed and certified speech-language pathologist. ASHA requires that all candidacy programs be able to show evidence that their graduating students possess the knowledge and skills in various areas relating to prevention, assessment and treatment of communication disorders. The Knowledge and Skills Form is found in CALIPSO. Students will need to maintain accurate records of earned clock hours. Students must add observation and/or clinical clock hours within CALIPSO daily, however, the supervisor is expected to approve all hours every two weeks in CALIPSO. Students will not be permitted to add hours after the placement is completed and the semester grade has been entered. It is the responsibility of the student to be accountable/ aspects of professional practice for their hours. Hours added after the semester ends will not be approved. Students can earn clinical clock hours with a class assignment which is supervised and approved by a licensed and certified speech-language pathologist. ASHA requires that all candidacy programs be able to show evidence that their graduating students possess the knowledge and skills in various areas relating to prevention, assessment and treatment of communication disorders. The Knowledge and Skills Form is found in CALIPSO.

2.10 Clinical Curriculum and Sequencing

Procedures are in place to ensure that written agreements between the external site and the program are signed before students are placed. The program's practices in this regard will be consistent with existing policies and procedures of other programs in the School of Health Professions. The Director of Clinical Education will be required to provide the Chair with a portfolio of the external site prior to the student's placements. Contained within that portfolio will be a checklist of items required for that site as well as items the program requires. One of the items that will be required by the program is a signed copy of the written agreement between the external site and the program. The SHTM has a contracts coordinator who is responsible for ensuring the accuracy and maintenance of such agreements.

The Director of Clinical Education and the Chair of the program are responsible for conducting site visits and meeting with prospective supervisors. The Director of Clinical Education will be responsible for communicating the responsibilities of the supervisor and the student for the clinical. The Director of Clinical Education will be responsible for placing students at externship sites and providing a supervisor handbook and guidelines. The supervisor will be encouraged to maintain an open line of communication with the Director of Clinical Education each semester. The student will meet with the Director of Clinical Education each semester to discuss their previous experiences, needs and preferences, as well as, their previous placement. The Director of Clinical Education will decide the student's placement based on the student's experiences, clinical hours required, clinical population needed and location preferences.

Students will engage in clinical practice experiences each semester throughout their two-year program. The Director of Clinical Education is responsible for coordinating placements and supervising students during Clinical I and Clinical II. Students are supervised by faculty with their respective expertise during Clinical I and/or Clinical II. During HHS 581: Clinical I, students will integrate information learned in current speech-language pathology courses through real-life clinical experiences, classroom discussions and interprofessional clinical simulations with other allied health professionals (other allied health professionals inside and outside of SHTM) including but not limited to respiratory therapists, physician assistants, nurses, physicians, and dentists. Clinical clock hours will be obtained for real-life experiences and clinical simulations. Simu-case will also be used in Clinical I.

During HHS 582: Clinical II, students will integrate information learned in previous and current speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at the Long Island State Veterans Home and Southampton Hospital.

During HHS 583: Clinical III, students will integrate information learned in previous and current speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults.

Clinical clock hours will be obtained for real-life experiences at an outside placement.

During HHS 584: Clinical IV, students will integrate information learned in previous and current speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement.

During HHS 585: Clinical V, students will integrate information learned in previous and current speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. This course is a required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension.

If a student chooses to obtain their TSSLD certification, the student must enroll in Speech and Language Pathology in the Schools Clinical instead of Clinical V. This is a required clinical/seminar for students pursuing their TSSLD certification. Students will complete 150 clock hours of supervised clinical practice in a school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.

If a student chooses to obtain their bilingual extension, the student must enroll in Speech and Language Pathology in

the Schools Bilingual Clinical which is a required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete 200 clock hours (50 hours with bilingual population) of supervised clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.

Students will enroll in Clinical Concepts in Audiology and Audiology Clinical simultaneously in the summer semester. The course will provide the student with the knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist while the clinical will provide the student with the practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist.

Additionally, students will enroll in the Diagnostics in Speech-Language Pathology course and clinical simultaneously. This course will cover the principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Whereas, the clinical will provide the students with hands-on experience in providing evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders.

Students will maintain a record of their clinical hours within CALIPSO, as well as, their midterm and final clinical evaluations.

Chapter 3 - Assessment

3.1 Assessment of Student Learning

The development of student learning outcomes will be an on-going process guided by the mission of the university, school and program and scheduled discussions among the program faculty, external supervisors, program advisory committee, and students and in consultation with Dean of the SHP at Stony Brook University. The Program Chair and program faculty will be responsible for continually ensuring that the student learning outcomes also meet the knowledge and skills delineated in the CCC-SLP standards. The validation of the student learning outcomes is the responsibility of the Program Chair, program faculty, external supervisors, and students. The process of validating student learning outcomes for the knowledge and skills required for entry into professional practice will consist of a variety of formative and summative assessments such as: course exams, student self-evaluation of student learning outcomes; instructor evaluation of student learning outcomes; semester meetings with advisor to track progress towards completion of CFCC requirements and graduation requirements; mid-term and end of semester clinic evaluations, pass rate on the Praxis examination in SLP; student program clinical portfolios; and solicited feedback from employers, advisory committee, external supervisors, and alumni; as well as professional involvement and expertise of the program faculty and ensuing discussions at faculty meetings and at the annual retreat.

The student will be expected to meet the knowledge and skills competencies for each course. The instructor for the course will provide the student with the knowledge and skills outcomes for the course. The student will review the knowledge and skill areas at the midterm and final examination timeframes. If the student does not meet the knowledge and skills in an assignment/course, the student is expected to complete a “remediation” assignment. This assignment is designed in collaboration with the instructor. After the student achieves the knowledge and skills necessary for the assignment/course, the grade does not change.

The program will use a variety of mechanisms to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical components of the program. For the academic program:

- Instructors will provide students with formative mid-semester evaluations of student learning outcomes as part of each course and within each clinic experience (HHS 581: Clinical I, HHS 582: Clinical II, HHS 583: Clinical III, HHS 584: Clinical IV and HHS 585: Clinical V, Clinical in the Schools).
- In addition, students will have end of the semester meetings with their assigned advisor. During these meetings, the student and advisor will review the following forms: Evaluation of Student Learning Outcomes for each course; Student Self-Evaluation of Student Learning Outcomes for each course, Student Clinician Evaluation form completed by each supervisor, and Clinical Self-Evaluation form completed by the student, as well as the student’s program portfolio.
- Student learning outcomes and the clinical evaluations forms will be aligned with the knowledge and skills delineated in the KASA. During the review of the aforementioned forms, the student and advisor will discuss and document the student’s current knowledge and skills on the KASA. The KASA will then be updated and signed and dated by the advisor and the student.
- During this meeting the advisor and student will also update the student’s Planned Course of Study form which includes ASHA CCC requirements, program degree requirements, state licensure requirements, state teacher certification requirements, and/or other program certifications. At this time the Planned Course of Study form is also updated and signed and dated by the advisor and student, as well as the Semester Clock Hour form.
- The original of these forms will be placed in the student’s file and the student will be provided with a copy of

the forms to retain in their program portfolio.

Other mechanisms that will be used to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in the clinical components of the program include:

- weekly meetings with their clinic supervisors;
- written feedback following clinic sessions or portions of clinic sessions that the clinic supervisor observed, mid-term and end of the semester meetings where the clinic supervisor and student review the Clinical Self-Evaluation form completed by the student clinician in conjunction with Student Clinician Evaluation form completed by the supervisor.

3.2 Policies for Intervention and Remediation and Probation

Students are expected to complete their KASA form after the completion of each course where they met the learning outcomes. The instructor will complete Evaluation of Student Learning Outcomes Form and return it to the student. If the student requires a Remediation plan, the Remediation form will be used. Students will be placed on Probation for demonstrating any violation of the ASHA Code of Ethics or unprofessional behaviors in the program, as well as obtaining one C+ or lower in a didactic course or a B- or lower in a clinical course. Students will be removed from probation after a full semester of grades higher than B- in didactic courses and B in clinical courses.

3.3 Academic aspects of the program:

A student will be expected to successfully attain all the knowledge and skills/competencies for each of the didactic and clinical courses. Students must earn a grade of “B- “or higher in all didactic courses and demonstrate mastery of the required knowledge and skills for that subject area. If students earn a C+ grade in any course or does not master the required knowledge and skills for that subject area, they must complete an assignment to acquire the knowledge and skills which they did not achieve in the course. The faculty instructor in collaboration with the chair of the program and the student will develop a remediation plan for the student to achieve the knowledge and skills. If a student earns two grades of C+ or lower in didactic courses, they will be dismissed from the program. If a student receives a grade of B- or higher but does not demonstrate mastery of all the Knowledge and Skills, the faculty instructor in collaboration with the chair of the program and the student will develop a remediation plan for the student to achieve the knowledge and skills.

3.4 Clinical aspects of the program:

A student will be expected to successfully attain all the knowledge and skills/competencies for each of the clinical courses. Students must earn a grade of “B “or higher in all clinical course and demonstrate mastery of the required knowledge and skills for that subject area. If students earn a B- grade or lower in any clinical or does not master the required knowledge and skills for that subject area, they must complete an assignment to acquire the knowledge and skills which they did not achieve in the clinical. The Director of Clinical Education and the clinical supervisor in collaboration with the Chair of the program and the student will develop a Remediation plan for the student to achieve the knowledge and skills. If a student earns two grades of B- or lower in clinical courses, they will be dismissed from the program. If a student receives a grade of B or higher but does not demonstrate mastery of all the Knowledge and Skills, the clinical supervisor in collaboration with the director of clinical education and the program chair will develop a remediation plan for the student to achieve the knowledge and skills.

The faculty instructor will ensure that the remediation plan designed will be implemented, documented and provided to students. After the student completes the remediation plan and achieves the desired competencies, the faculty advisor documents this within the student’s file. The chair will ensure that these policies and procedures will be applied consistently across all students who are identified as needing intervention. All remediation plans will be submitted to the chair who will review and sign off on the plans once the faculty instructor has approved it. All the faculty will review the plans yearly during the faculty retreat to ensure that the plans are consistent in rigor and

expectations.

3.5 Summative Assessments of the Program

The program will use midterm and final course evaluation, evaluations from clinical sites, supervisor evaluations, student program completion rates in the three tracks, PRAXIS scores, and employment rates, and exit and alumni surveys to evaluate program quality. The chair will discuss instructors' syllabi, midterm and final course evaluations with them to determine what possible changes are necessary to ensure that course content is of appropriate quality, currency and effectiveness. The program will evaluate the currency and effectiveness of all aspects of the program in faculty meetings, annual retreat and meetings with advisory committee. The chair and the faculty will review the student graduate rates, PRAXIS scores, and employment rates at program meetings and the annual retreat to determine if any modifications are necessary in the program. The program will engage in a systematic self-study at an annual faculty retreat. The faculty and chair will review the mission and goals of the program, curriculum, formative and summative assessment measures, and program outcome data to note if any modifications in the program are required.

Students are required to complete three summative measures prior to being eligible for graduation:

1. A Capstone Research Project which is the summative measure for the program. Students are required to complete a project in the second year of their graduate program. This course will provide the students the necessary tools to prepare and present a professional poster illustrating their research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation. A year-long Capstone Research Project is one of the summative measures for the Stony Brook University Graduate program in Speech Language Pathology. Students begin their capstone experience when they enroll in HHS 551 Research Methods and Resources in Communication Sciences and Disorders during the spring of their first year. Students conclude their Capstone experience in HHS 594 Capstone Project in Speech Language Pathology and Praxis Examination Preparation in the spring of their second year.
During HHS 551, students are expected to complete the following:
Students will complete an on-line Human Subjects training in the course. Link to be provided.
 - Students will create a group of 5 students who they will work with to develop and complete the research project.
 - A research mentor will be assigned to each student group by the summer. A meeting will be scheduled with the mentor where the group of students will propose (five students) potential topics for research project.
 - Students will arrange a schedule to meet with their mentor during the semester.
 - Each member of the group will have designated roles/responsibilities. One group member will be the facilitator for the group. This student will be responsible for setting up the zoom invites, creating a folder in google drive including but not limited to the meeting minutes, literature, the timeline for the study, IRB proposal, letters of permission, copy of survey or other instrumentation, if applicable
 - Students are expected to meet with their group separate from meeting with their mentor during the spring and fall semesters. Mentor meetings will occur approximately every 2 weeks in the spring and the following fall semesters.
 - Each student group will submit a literature review, research question and method for review, in addition to an IRB application by the end of the spring semester. Students are encouraged to use information from the library presentation that was held during the first semester and/or contact the librarian for information related to conducting literature review and referencing with Endnote as well as using APA format (7th edition).
 - Each student will find and select a minimum of 6 research articles on the topic of choice. It is recommended that students use a shared document as to avoid repetition of articles. The group will then work together to prepare a 5- 8-page literature review. This document synthesizes all the papers read by the students in a research group into one cogent review, culminating in the purpose, rationale, research questions(s), and hypotheses.
 - Each student group prepares a Method section.
 - Each student group submits an IRB application by the end of HHS 551.
 - During the fall prior to HHS 594, students are expected to:

- Test their research hypotheses/carry out their research study.
 - Meet with their mentor every 2 -3 weeks as well as meet with their group separate from their mentor.
 - During HHS 594, in the spring, students are expected to:
 - This course will provide the students the necessary tools to prepare and present a professional poster illustrating their research study. Students are required to write a paper summarizing their capstone project for submission to a journal or an abstract for a professional presentation to an association, for example, ASHA, NYSSLHA, or another organization. Additionally, each student group should submit an abstract of 200 words to their mentor and capstone instructor 2 months prior to the presentation date.
 - Create a professional poster with literature, research question/hypotheses, methodology (participants, materials and procedures), results (statistical analysis, tables and figures), discussion (clinical implications, limitations, and future research). The students will present their posters to the department and School of Health Sciences. Each member of the group should be prepared to present part of their presentation. Each student group should prepare a handout which should be submitted for approval to their mentor and capstone instructor one month prior to the presentation. The rubrics for this summative assessment are in the appendices.
2. A Clinical Practice Presentation which is the summative assessment for the clinical component of the program. Students are required to complete this presentation in the last semester of the program. The rubric for the presentation is in the appendices.
 3. A Clinical Portfolio which is a summative assessment for the clinical component of the program. Students are expected to organize clinical evidence in a binder, including, Midterm and Final Evaluations for all Clinicals, Research Training Certification (RCR and Human Participants Training), Capstone Project Paper, Evidence- Based Practice Presentation, Resume, Diagnostic Evaluation, and one written sample from each clinical. Each semester during the student's advisement session, the student will bring his/her/they portfolio for the advisor to review. During the student's last semester, prior to graduation, the advisor will review the student's binder to ensure that all the clinical evidence is present. After the binder has all the evidence, it will be submitted to the chair for final review. The chair will review and sign off that he/she/they reviewed the student's clinical portfolio, prior to it being returned to the student.

Chapter 4 - Graduation Requirements

4.1 Graduation Requirements

1. A minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. The semester hours include undergraduate and graduate coursework.
2. Complete a program of study with a minimum of a 3.0 GPA out of 4.0 GPA (a minimum of 75 semester credit hours overall, including at least 63 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes (see student learning outcomes). The applicant must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, or thesis/dissertation. The minimum of 36 hours of course work at the graduate level must be in speech-language pathology. (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b). Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.
3. Completion of graduate capstone project and clinical portfolio (CFCC Standard IV- C, IV-D, IV-E, IV-F, IV-G, V-A, V-B and CAA Standards 3.1.1B and 3.1.6B).
4. Complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact (CFCC Standard V-C).
5. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CFCC Standard V-D, V-F and CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
6. Completed application for graduation one semester before the completion of the program requirements.
7. Completed KASA Form with academic and clinical coursework. (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b).
8. Applicants for certification in speech-language pathology must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS).

After completing the academic and clinical requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship experience under the mentorship of an individual holding ASHA certification. For more information, visit the following website:
<http://www.asha.org/certification/Clinical-Fellowship.htm>

Chapter 5 – Policies

5.1 ASHA's Code of Ethics

Students are responsible for adhering to the ethical standards of the American Speech-Language-Hearing Association (ASHA) Code of Ethics, which is available by clicking the following link: <https://www.asha.org/Code-of-Ethics/> It is your responsibility to read these ethical principles. Any violation or inability to meet the spirit or purpose of this code is considered unethical and is enough grounds for a letter drop in a practicum course or academic course and/or dismissal from the program.

5.2 ASHA 2020 Standards

The 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology can be found by clicking this link: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

5.3 ASHA Scope of Practice

This scope of practice document is an official policy of the American Speech-Language-Hearing Association (ASHA) defining the breadth of practice within the profession of speech-language pathology. It can be viewed by clicking the following link: <https://www.asha.org/policy/SP2016-00343/>.

5.4 Infection Control

In order to reduce the risk of transmission of bloodborne pathogens and to reduce exposure to infectious diseases and environmental hazards, the Centers for Disease Control and Prevention (CDC) recommends the use of “Standard Precautions” when dealing with all patients by treating all blood and potentially infectious material (semen, vaginal secretions, synovial, pleural, peritoneal, pericardial, cerebrospinal, and amniotic fluids) with appropriate precautions.

These precautions include:

- a) Handwashing Wash hands prior to and immediately after examining/ treating every patient Hands must be washed as soon as possible after touching blood, body fluids, excretions and contaminated objects even if gloves have been worn Hands must be washed between patients and after removing gloves and other protective equipment
- b) Gloves must be worn when:
 - o touching blood, body fluids, mucous membranes, nonintact skin and contaminated objects
 - o performing venipuncture or vascular access procedures
 - o processing specimens
 - o performing invasive procedures.must be changed between tasks if contaminated even when caring for the same patient. must be removed promptly after use and new gloves must be donned before caring for another patient.
- c) Mask, Eye Protection, Face Shield - must be worn during patient care activities that may generate splashes of blood, body fluids, secretions, excretions or bone chips.
- d) Gowns – must be worn during patient care activities that may generate splashes of blood, body fluids, secretions or excretions to protect skin and clothing. Soiled gowns must be removed as soon as possible followed by prompt handwashing.
- e) Dispose of all biohazard material, including blood, body fluids, and microbiological culture, as infectious.
- f) Never pipette by mouth.
- g) Disinfect work surfaces after a spill and when work is complete. Appropriate disinfectants include 35% isopropyl alcohol and 10% chlorine bleach.
- h) Eliminate the use of needles/sharps whenever possible. Use medical devices with safety features.
- i) Use sharps in a safe, controlled environment whenever possible, with a sharps container nearby. Use safe

techniques when using, handling, cleaning or disposing of sharp instruments and devices. Never recap used needles, do not remove used needles from disposable syringes by hand and do not bend, break or otherwise manipulate used needles by hand. Place all used sharps in appropriate puncture-resistant containers.

- j) Use mouthpieces, resuscitation bags or other ventilation devices when mouth-to-mouth resuscitation is required.

5.5 Bloodborne Pathogen Exposures -

Please refer to the ASHA Infection Control in Speech-Language Pathology - <https://www.asha.org/slp/infectioncontrol/>

5.6 Test and Material Checkout Procedures Policy

Speak with the administrative assistant and complete the tests/material reserve calendar at least 24 hours in advance. When you come to borrow the item, you must complete the Tests/Material Checkout Form. All tests and materials must be returned to the administrative assistant in the condition borrowed and within the appropriate timeframe.

5.7 HIPAA and Client/Patient Confidentiality

All students are expected to maintain confidentiality within conversations about clients/patients they have in any facility or placement whether on or off the Stony Brook University campus. Examples of identifying information includes name, social security number, address, email, employer/school, etc. Students should not discuss clients/patients by name with anyone besides their clinical supervisor/instructor and the Director of Clinical Education. This includes conversations on texts, emails, Facebook, Twitter, Instagram, blogs, etc. Students cannot take pictures of clients/patients. Students are encouraged to discuss their clients/patients and clinical issues with fellow students and professors in courses, behind closed doors. Violations of client/patient confidentiality are very serious and can lead to dismissal from the program. Students are expected to complete a HIPAA Training.

5.8 FERPA

Refer to the following link for information - <https://www.stonybrook.edu/commcms/registrar/policies/ferpa.php>. All students will complete a FERPA training in the first semester.

5.9 Health Clearance for Students

All students must complete the Health Clearance form annually beginning in their first semester. Students will have opportunities to observe and interact with clients/patients during their first clinical. Students are also required to update the form if any changes occur. Students should refer to the school's policy and will be using Castlebranch for this information.

5.10 Policy for maintaining confidentiality

Students are expected to maintain confidentiality in oral and written communication, as well as, report writing, with their site supervisors. Students are expected to follow policies and procedures for confidentiality in report writing as designated by their placement site. Students will have both stonybrook.edu and stonybrookmedicine.edu email accounts. While students are enrolled in Clinicals I and II, Audiology Clinical and Diagnostic Clinical, they will be sending correspondences, as well as, reports about clients/patients without any PHI information (name, address, etc...) using their stonybrookmedicine.edu (secure server) account to their site supervisor.

5.11 Policy for student criminal background checks and drug screening

Stony Brook University Health Sciences Schools are dedicated to preparing students in a variety of careers in medical facilities, social services organizations, and other institutions.

The Health Sciences Schools require that all students participating in internships, practicums, clinical rotations, or otherwise working at Stony Brook Medicine facilities or other clinical training sites comply with the placement requirements of each respective clinical facility.

Clinical sites increasingly request students to complete criminal background checks and drug screening to meet the requirements for placement.

To facilitate placement at a clinical facility, the Health Sciences Schools will collaborate with CastleBranch, Inc. to help students obtain criminal background checks and drug screening. CastleBranch is a vendor that specializes in higher education screening.

Students will set up student-pay accounts with CastleBranch to complete criminal background checks and drug screening that are required by clinical sites.

Students will be responsible for paying CastleBranch directly and entering into an End User Agreement to govern their use of the system. Stony Brook University will not process payments.

The Health Sciences Schools will certify students' eligibility for clinical placements based on the results of CastleBranch's criminal background checks and drug screening.

CRIMINAL BACKGROUND CHECKS

1. Students who choose to be placed at a facility that requires a criminal history record check may object to completing the process. Such students may select, but shall not be guaranteed acceptance to an alternate clinical site, and may not be able to complete program requirements needed for graduation.
2. Criminal history screening includes a review of criminal convictions and probation. The following factors will be considered for individuals with criminal history:
 - The nature of the crime and its relationship to the position
 - The amount of time elapsed since the occurrence
 - The number of convictions
 - The age of the person at the time of occurrence
 - Whether accepting the individual for clinical instruction would pose an unreasonable risk to the facility, its employees or its patients
 - Any information produced by the person regarding their rehabilitation and good conduct
3. Students may provide consent for criminal background checks through the CastleBranch portal.
4. CastleBranch will analyze the criminal history report and determine if a student has a criminal conviction. CastleBranch will notify the respective Health Sciences School representative for any student with a criminal conviction.
5. The School representative will initiate a meeting with the Criminal Background Clearance Committee (Hereinafter referred to as "Committee").
6. The Committee shall consult with the Office of General Counsel to review the student's criminal history and determine their eligibility for placement at the designated clinical site.

7. Upon request, subject to applicable confidentiality laws and Stony Brook University policy, the respective Health Sciences School will submit a written statement to the clinical placement site that the criminal background check was conducted and that the student is eligible for placement. Ineligible students shall not be assigned to a clinical placement site.

DRUG TESTING

8. Students who choose to be placed at a facility that requires drug testing may decide not to consent to the screening. Such students may select, but are not guaranteed acceptance to an alternate clinical site, and may not be able to complete program requirements needed for graduation.
9. Students may provide consent for Drug Screening through the CastleBranch portal.
10. CastleBranch will analyze the toxicology report and determine if a student is eligible for placement at a clinical site.
11. The Health Sciences Schools will use CastleBranch's determination to certify that a student is eligible for placement. The drug testing services include a Medical Review Officer that will contact any student with a "non-negative" test to determine if there is an explanation (prescription, etc.). If a student has a New York State Medical Marijuana Card, the prescription will be verified by Stony Brook Medicine.
12. Upon request, subject to applicable confidentiality laws and Stony Brook University policy, the Health Sciences Schools will provide a written statement to indicate a student has completed drug screening and is eligible for placement.
13. The State of New York defines professional misconduct under New York State Education Law §6530. Professional misconduct includes impairment resulting from being a habitual abuser of alcohol or drugs that impair a practitioner's judgment and performance (New York State Education Law §§6530(7) and (8)). Professional misconduct also results from "...being convicted of committing an act constituting a crime under New York State Law, or federal law or of the law of another jurisdiction ... which, if committed under the laws of the State of New York, would have been a crime under New York State law" (New York State Education Law §6530(9)).
14. Students who receive adverse results for toxicology screens and/or criminal background checks may be barred from clinical placements. This will impede a student's ability to complete a degree and/or obtain licensure in the student's chosen field. Eligibility for licensure may depend upon work experience, completion of didactic and clinical education, not having a criminal record, and being free of illegal drugs and/or habitual alcohol abuse. Students are responsible for understanding the requirements of certification exams and licensure that are subject to change depending on the applicable certifying boards or agencies.
15. Generally, clinical sites will decline a student's application for a clinical placement if the student has had a positive toxicology screen and/or a record of criminal convictions nexus to the nature and scope of work at the facility. These determinations are fact and site-specific and may depend on the laws of the jurisdiction in which the site is located. The University will not recommend students for clinical placement without the appropriate clearances. If a student is found to be ineligible due to the results of a toxicology report or criminal background check, the University will withdraw its recommendation regarding the student's placement at the clinical site. If the adverse result(s) are discovered while the student is placed at the clinical site, the University will notify the clinical site and will remove the student from their placement.
16. The Office of Student Affairs will: (1) offer resources to the student through the University's Counseling and Psychological Services ("CAPS") and the Center for Prevention and Outreach ("CPO") to assist the student, and/or (2) offer a meeting with University's Student Support Team in the Division of Student Affairs to provide resources and guidance. The student may also be offered participation in educational workshops/classes, such as the University's Substance Education course, to support healthy decision-making. Students are strongly recommended to avail themselves of all of the resources offered. Students enrolled in some non-matriculated programs may be ineligible to participate in CAPS or CPO resources but are encouraged to seek assistance through their faculty advisor.

17. A student with a positive toxicology screen will be prohibited from participating in clinical placements. As a result, the student may be unable to meet course objectives for classroom or clinical requirements. This may also affect eligibility for graduation and licensure. Students should consult their bulletins or their academic advisor regarding any academic consequences.
18. The Director of Health Sciences Schools Compliance shall consult with General Counsel, the Chief Compliance Officer, and the Senior Vice President for Health Sciences before a clinical placement affiliated is notified that a student is ineligible for placement due to toxicology or criminal background check results.
19. Students are to immediately disclose any convictions to their Program Directors. The respective School shall initiate a Committee meeting to review any student convictions.
20. The Health Sciences Schools shall maintain appropriate administrative, physical, and technical safeguards to protect student information.

STUDENT EXCLUSION SCREENING

Stony Brook Medicine facilities, and other organizations affiliated with Stony Brook University Health Sciences Schools as clinical training sites may face civil monetary penalties and exclusion from federal or state health care programs, including Medicaid and Medicare if students assigned to those sites are ineligible to participate in such programs. Therefore, all Health Sciences students shall be screened to identify persons who have been determined to be ineligible.

Students shall immediately disclose any debarment, exclusion, suspension, or other event which make them ineligible to participate in federal or state health care programs. Students shall immediately report such events to their Program Directors and the Office of Health Sciences Schools Compliance.

The U.S. Department of Health and Human Services Office of Inspector General (OIG) is required to exclude individuals for the following conduct:

- Medicare or Medicaid fraud,
- Other healthcare fraud, theft or financial misconduct,
- Patient abuse or neglect,
- Felony convictions related to health care fraud, or
- Felony convictions related to unlawful manufacturing, distribution, prescription, or dispensing of controlled substances.

The OIG is permitted to exclude individuals for the following conduct:

- Misdemeanor convictions related to health care fraud not involving federal or state funded programs,
- Misdemeanor convictions related to unlawful manufacturing, distribution, prescription or dispensing of controlled substances,
- Conviction relating to obstruction of an investigation or audit,
- Suspension, revocation or surrender of a license to provide health care for reasons bearing on professional competence or performance or financial integrity,
- Provision of unnecessary or substandard services,
- Engaging in unlawful kickback arrangements, or
- Defaulting on a health education loan or scholarship obligations.

5.12 Office Hours Policy

Faculty are expected to maintain weekly in person office hours. Students may visit their instructor to discuss course content, learn more about faculty research, and discuss other aspects of the graduate program in speech-language pathology. All faculty are expected to hold at least 2 hours of in person office hours per week (per course) for the duration of the semester in which the course is being taught. It is recommended that faculty supplement traditional office hours with virtual office hours (ex. Google Meet, Zoom, Skype) and/or with by appointment options. All office hour options should be listed on the syllabi and published on any relevant course platforms.

5.13 Graduate Student Proficiency in English Screening Procedure and Position Statement

Position Statement

It is the position of the American Speech-Language-Hearing Association (ASHA) that “students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.”

American Speech-Language-Hearing Association. (1998). *Students and professionals who speak English with accents and nonstandard dialects: issues and recommendations* [Position Statement]. Available from www.asha.org/policy.

The student's advisor will initially screen the student while engaging the student in a conversation, during their initial advisement meeting. This form will remain in the student's file and the Chair of the program will be notified of the results of this screen. The faculty advisor will provide the student with the results and recommendations of the screen.

Recommendations may include:

1. Monitoring voice, fluency, articulation, and language throughout clinicals;
2. Referral to an otolaryngologist for voice problems;
3. Evaluation/therapy recommendation for speech, language, and/or fluency issues;

5.14 Procedure to express a complaint about the Speech-Language Pathology Program

A complaint about the Speech-Language Pathology program at Stony Brook University may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. The complaint procedure is detailed in the CAA Accreditation Handbook (Chapter XIII). Criteria for complaints and submission requirements can be found at <https://caa.asha.org/programs/complaints/>.

One of the submission requirements for a complaint is that the complainant follow all institutional grievance and review policies before filing a complaint to the CAA. Every possible attempt is made to resolve complaints and grievances within the Speech-Language Pathology program. Please refer to the equitable treatment section of the program handbook.

5.15 Policies for Academic and Clinical Integrity and Conduct and Violations of Conduct (and expressing complaint about a grade earned in a class)

Students are required to approach their instructors with questions/concerns about their grade, earned on an assignment or in a course, prior to approaching the chair of the department or the Dean's office in SHTM. If it cannot be

resolved, they should speak with their advisor, prior to the chair of the department or the Dean's office.

All academic dishonesty complaints are submitted to the Chair of the program from which the accused student originates. The Program Chair shall review the complaint and may request a written statement from the accuser(s) regarding the incident. If the Program Chair after consultation with the Chair of the Academic Standing Committee (ASC), determines that the accused student had a prior finding of SHTM academic dishonesty then the matter will be referred to ASC, and the Program Chair shall notify the accused student that the matter has been referred to ASC.

If there has not been a prior finding of SHTM academic dishonesty, the Program Chair will notify the accused of the complaint and advise that he/she may: (a) resolve the matter within the program (and not contest the complaint/accept responsibility for the misconduct); or (b) contest the complaint in which case the complaint will be referred to the ASC.

The Program Chair/Director may also refer the case directly to the ASC for adjudication in lieu of resolution within the program. The accused student has five (5) days from notification of the complaint, to decide how he/she wishes to proceed. During this five (5) day period, and at any time during the process, the accused student has access to the Assistant Dean for Academic and Student Affairs, with whom the student may review and discuss the policies and procedures. Also, during this period or at any time during the process, the accuser and/or Program Chair may seek advisement concerning policies and procedures from the Associate Dean of the School of Health Professions.

1. If the accused chooses to resolve the matter within the Program, the Program Chair/Director shall meet with the student to discuss the proposed penalty and assess a penalty. If the penalty assessed by the Program Chair is uncontested by the accused student, the matter is considered resolved.
2. If the penalty rendered by the Program Chair pursuant to # 1 above is contested, then the matter shall be referred directly to the ASC. Academic Policies & Procedures.

Upon completion of steps #1 or # 2 above, the Program Chair, shall submit a signed Academic Dishonesty Incident Report (ADIR: see Appendix A) with supporting documentation, to the Chair of the ASC and a copy to the Assistant Dean for Academic and Student Affairs within five (5) business days of completion of Step # 1 or # 2, as appropriate. The Chair of the ASC shall maintain ADIRs. The ADIR can only be used in a finding of academic dishonesty, and then only in the penalty (closed session) phase of the hearing. Please see the Student Orientation Handbook in the School of Health Professions-

https://healthtechnology.stonybrookmedicine.edu/sites/default/files/2019%20SHTM%20Student%20%20Handbook%20for%20Professional%20Programs_3.pdf.

5.16 Diversity and Inclusion Policy

The program will provide accommodations for individuals with special needs in accordance with the institution's policies and procedures. Students with special needs may contact the Center for Disability Support Services for a variety of services and accommodations intended to reduce the effects that special needs may have on their performance in a traditional academic setting. Services do not lower course standards or alter degree requirements but give students a better opportunity to demonstrate their academic abilities.

Disability Support Services include, but, are not limited to alternate format text materials, adaptive equipment (including FM systems), note-takers and tutors. Students are encouraged to meet with their advisors in the program or the Chair of the Program, as well as persons from the Center for Disability Support Services, to discuss services that will allow equal access to university provided opportunities. The policies for admission, placements and retention reflect an understanding of cultural and linguistic diversity because the program will refer students who are interested in improving their speech and language skills, whether the student is a student with English as a Second Language or a student that has a language learning deficit.

During the first two weeks of the Diagnostics in Speech-Language Pathology course students will be required to complete a number of activities on ASHA's Self-Assessment for Cultural Competence website (<https://www.asha.org/practice/multicultural/self.htm>). These activities include: The Personal Reflection Cultural Competence Checklist, the Policies and Procedures Cultural Competence Checklist, the Service Delivery Cultural Competence Checklist, and the interactive web-based tool that was designed to help persons evaluate their cultural competence. In addition, this course will also cover the interactions between prevention, etiology, and assessment of speech, language, and hearing disorders and race and culture.

The program's policies and procedures are in accordance with the school's and institutions policies and procedures. The program encourages applications from applicants from various cultural backgrounds. The primary responsibilities of the Office of Institutional Diversity and Equity at Stony Brook University are to:

- Ensure the University's compliance with all state and federal regulations within the scope of our office.
- Implement policies that safeguard equal opportunity in employment and education.
- Provide an internal avenue of redress through the investigation and resolution of complaints of unlawful discrimination and discriminatory harassment, including sexual misconduct (which includes, but is not limited to sexual harassment, non-consensual sexual contact, sexual violence, domestic violence, dating violence and stalking);
- Establish campus-wide goals and internal systems to monitor recruitment activities, which includes but is not limited to hiring, training, promotion, transfer and termination,
- Support the University in its proactive recruitment, hiring and retention of under-utilized groups for all job groups and job titles;
- Promote an awareness of and appreciation for diversity and sexual misconduct prevention through sponsoring programs, providing educational and training activities, and engaging in collaborative initiatives.

OIDE serves the entire campus community of Stony Brook University, including Stony Brook Medicine, the Long Island State Veteran's Home and all other Stony Brook University facilities and programs. The populations we serve include Stony Brook's world-renowned faculty and medical staff; our undergraduate, graduate, and professional students; our professional, administrative and support staff; contractors, vendors, patients, visitors and guests.

An important part of our effort involves ensuring compliance all federal and state laws requiring equal opportunity in education and employment and prohibitions against sexual misconduct or discrimination on the basis of race, sex, sexual orientation, gender identity, religion, age, color, national or ethnic origin, disability, marital status, genetic information, criminal conviction, domestic violence victim status, and or military status.

Stony Brook University, as required by law, must be in compliance with the Civil Rights Act of 1964 (Title VII), as amended, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act (ADEA), the Americans with Disabilities Act, New York State Human Rights Law and New York Education Law Article 129B "Enough is Enough."

Institutional Policies for Accommodating Disabilities

<https://www.stonybrook.edu/policy/>

SUNY-Wide Policies, Procedures, Regulations and Guidelines -

<https://www.stonybrook.edu/commcms/oide/policies/suny-wide.php>

Student Accessibility Support Center

<https://www.stonybrook.edu/commcms/studentaffairs/sasc/index.php>

Resources

<https://healthprofessions.stonybrookmedicine.edu/programs/speech-language-pathology/resources>

5.17 Equitable Treatment

The chair will maintain a confidential record of internal and external complaints, charges, and litigation alleging violations of policies and procedures related to non-discrimination. The chair will refer the student to the appropriate office depending on the nature of the complaint, to the institution. The chair will bring those complaints which relate to accreditation to a program faculty meeting for discussion.

The University policy for Internal Complaints (depending on the nature of the complaint) is as follows:

Internal Complaints:

Depending on the nature of the complaint, the person will be referred to the appropriate office. If there is a complaint related to Title IX, the Office of Institutional Diversity and Equity at

<https://www.stonybrook.edu/diversity/complaint.html>

would be contacted and the person would file a complaint with them. See individual office websites below and/or Contact the Office of University Counsel 631- 632-6110 for records of complaints.

External Complaints:

- a) A discriminatory complaint would be the jurisdiction of the Office of Institutional Diversity and Equity.
- b) A complaint concerning an employee would be the jurisdiction of the Office of Labor Relations.
- c) A complaint concerning a student would be the jurisdiction of the Office of Community Standards. The program will ensure that appropriate corrective action be taken when violations of compliance with nondiscrimination statutes occur.

The program will follow the guidelines as instituted by the University and refer the person to the appropriate office. The Office of Institutional Diversity and Equity (OIDE) is charged with the responsibility of monitoring these notices. Marjolie Leonard serves as the Senior Director for OIDE as well as the University's Title IX and ADA Coordinator. To file a discrimination complaint, contact OIDE at 201 Administration Building, Stony Brook University, Stony Brook, NY 11794-0251, (631) 632-6280, oide@stonybrook.edu or visit <http://www.stonybrook.edu/oide>.

5.18 Professional Behaviors including Dress Code Policy

Professional Behaviors

Students are expected to adhere to the ASHA Code of Ethics during their coursework and clinical practice experiences. All students are expected to respect faculty, staff, fellow colleagues, clients, caregivers, and other professionals during their interactions. If a student violates professional behaviors, as indicated by the ASHA Code of Ethics, and the policies/procedures of the program, the student is at risk of being dismissed from the program.

It is expected that all students attend their placement from the beginning of the semester to the end of the semester, regardless of them obtaining the required amount of hours for the placement/graduation. If a student is going to be absent from their placement for any reason the student must notify the placement and the DCE at Stony Brook University of their absence in writing. The number of days the student attends placement depends on various factors including site requirements first and foremost, knowledge and experiences needed by the student, and hours required for that placement. This communication must be agreed upon by all parties-site supervisor, supervisor at Stony Brook University and the student prior to the placement beginning. All students are expected to attend and participate in all scheduled clinical sessions, dates, and meetings as deemed necessary and appropriate by the site supervisor. The clinical dates, times, and sessions to participate are determined by the site supervisor based on caseload, clinical schedule, and didactic course schedule. The student is to arrive on time to the site and active participation in miscellaneous tasks may be required (documentation, billing, meetings) beyond the end time of the clinical day. These professional behaviors are indicated within a student's performance evaluation and grade for the clinical course.

Students may be removed from a site due to unprofessional/unethical behavior on the part of the student or supervisor, as well as health or safety. A student cannot choose to leave a clinical site without a process involving the DCE, the Chair of the department and Site Supervisor. If a student chooses to leave a clinical site on their own, they will fail the clinical and not receive another clinical placement that semester. This will in turn delay their graduation. If a student is asked to leave the site due to their unprofessional/unethical behavior, the student will not be placed at another site that semester and their graduation will be delayed. The student will be placed on probation in the program. If the student is removed from the site due to a cause that is not their own, a second placement is not guaranteed that semester and can impact their graduation. If a student violates professional behaviors, as indicated by the ASHA Code of Ethics, and the policies/procedures of the program, the student will be placed on probation from the program.

Dress Code

Students are expected to wear appropriate attire during all clinicals (on-campus and off campus clinical experiences). Students are required to purchase scrubs, white staff length labcoat, and liability insurance prior to the beginning of Clinical I. Students must be neat and clean including hair and nails. Students should avoid jewelry and tight clothing that can impact working in a professional practice. In consultation with the site supervisor, the student clinician will maintain professional appearance and dress based on the site (i.e. scrubs or business casual) throughout the clinical experience. The student should have their ID badge and it should be visible at all times during the clinical experience.

Access to Computers and Storage

There are computers located in the library which is the building next to Atlantic Hall. In Atlantic Hall, students are not allowed in the faculty pantry area. Students have their own workspace and have access to microwave in the library.

5.19 Communication, Social Media and Cell Phone Policy

Communication and Email

Professional courtesy and professional behaviors are expected of students in the classroom, clinical sites, and in online communications. All written communication exchanges must contain an appropriate salutation, be well-written, respectful, and with a signature. Students are expected to obtain a Stony Brook University email address and use that while as a student in the program. Please see email policies of Stony Brook University - <https://it.stonybrook.edu/policies/d106>. Students will also have access to Stony Brook medicine email accounts for when they are enrolled in Clinicals I, II, Audiology Clinical, and Diagnostic Clinical in order to maintain confidentiality for communications and report writing with their site supervisors. Please review <https://www.stonybrook.edu/commcms/ombuds/resources/quick-tips/quicktippcommunication>. Students will also have access to stonybrook medicine email accounts for when they are enrolled in Clinicals I, II, Audiology Clinical and Diagnostic Clinical in order to maintain confidentiality for communications and report writing with their site supervisors.

If a student is not able to attend a clinical session, date, or meeting due to an emergency, the student must contact the site supervisor, clinical instructor for seminar, and DCE to communicate the inability to attend and complete any additional sessions, clinical projects, and/or research assignments in lieu of missed clinical sessions and dates.

If a student is unable to attend a class, clinical session, date, or meeting due to an emergency, the student must contact both the site supervisor and DCE to communicate the inability to attend and complete any additional sessions, clinical projects, and/or research assignments in lieu of missed clinical sessions and dates.

Social Media

The Speech-Language Pathology program recognizes that social networking websites and applications, including, but not limited to, Facebook, Instagram, Twitter, Snap Chat, YouTube and blogs, are a common form of communication. There is potential for misinterpretation of the relationship or the potential sharing protected information via these sites. Students are reminded that that should have NO expectation of privacy on these sites. Students need to be aware that posting certain information is a violation which can be penalized. Offenses could be considered non-academic misconduct or violation of professional behaviors and subject to program procedures and may result in dismissal from the program. Students must adhere to the ASHA Code of Ethics. The SLP department currently has a Facebook and Instagram accounts (<https://www.facebook.com/SLPSBU/> and https://instagram.com/sbuslp2020?utm_medium=copy_link)

The following is a list of online behaviors that are considered violations of social media policy:

1. It is a HIPAA violation if you mention a patient/client with enough information that the person might be identified. This includes posting of images.

2. Posting on social media the names, negative comments or criticisms of faculty, staff, or any clinical or university personnel is not acceptable.
3. Display of vulgar language or photographs that imply disrespect for any individual, group because of age, race, gender, ethnicity, sexual orientation or culture. Please refer to the Diversity and Inclusion Policy in this handbook. Presentation of personal engagement in illegal activities including use of recreational drugs, alcohol or substance abuse.
4. Asking your faculty, clinical instructors, clinical supervisors, or any university or clinical site employee to “friend” you on any social media, while a student in the program.

Please see additional Social Media guidelines of the university - <https://www.stonybrook.edu/social/guidelines/>

Cell Phone

Students are not permitted to use cell phones in the simulation lab, or classrooms. Cell phone use should be at a minimum in the student workspace to not disturb anyone working. Cell phones should only be used in emergency situations. Any violation of these policies will be documented as a professional behavior violation.

5.20 Printing Policy

All registered Stony Brook students are provided with a semester long quota of ~1500 pages (\$75) in the SINC Sites, Health Sciences Library, and Residential Computing Centers or by using the Print From Anywhere service. Funding for student printing comes from the Student Technology Fee. Stony Brook uses the Pharos system to manage printing. Students can access the [Print Center](#) to check the status of their jobs and their quota. Color printing is now part of the student print quota, with color printing available in the Main Library SINC Site, Central Reading Room, and Health Science Center Library!

In order to print, send print jobs to the print queue from a SINC Site computer, personal computer, iPad or other mobile devices using the Print From Anywhere [software](#), [web browser](#), or [email](#). Students need their Stony Brook University ID card to release their print jobs.

Single-sided pages print at a cost of \$0.05 per page and double-sided pages print at a cost of \$0.08 per sheet. Color printing costs \$0.25 per page and double-sided pages print at a cost of \$0.40 per sheet. Printing duplex, or on both sides of a sheet of paper, saves you money and saves trees!

Users who have run out of print quota for the semester can choose to put money on their **Wolfie Wallet** account and use the funds to supplement their print quota. When logged into a Pharos Release Station, both balances will be displayed. If you have both print quota and funds on your **Wolfie Wallet** account, the print job will be charged to your print quota first. When that runs out, the remaining balance will be charged against your [Wolfie Wallet](#) account.

This type of transaction will take place using the Card Readers in the Main Library SINC Site, Central & North Reading Rooms and Engineering SINC Site.

For More Information about Printing in a SINC Site visit this DoIT webpage: <https://it.stonybrook.edu/services/printing>

5.21 Policy for Viewing/Obtaining Records and Retention of Files

Current students will have access to their files in the presence of their faculty advisor. Program graduates will contact the administrative assistant in the program to obtain permission to view their files. Students who did not graduate from the program will contact the administrative assistant in the program to obtain permission from the chair of the program to view/copy their files. The SHTM policy and the program policy for retention of student records is as follows: The Admissions Files for students accepted into a program will remain 7 years from entry term of program.

Academic Records: The Stony Brook University transcript (including course work that had been transferred from other institutions) resides "forever" in Stony Brook University. All paper related documentation is destroyed 7 years from entry term of program.

Students will have access to their clinical evaluations and clinical hours by using the CALIPSO software.

Policies for students obtaining records from the University.

<https://www.stonybrook.edu/policy/policies.shtml?ID=507R>

Here is also the link for the Registrar's office. The Student Records TAB would give you what you need.

<https://www.stonybrook.edu/commcms/registrar/>

5.22 Health Safety

Stony Brook University and the Office of Emergency Management are committed to providing students, faculty and staff with the knowledge and resources needed to make healthy decisions and ensure a network of care for those who need support.

- The University Counseling Center offers consultation, crisis intervention, brief psychotherapy, group and couple's therapy, and psychiatric services for all Stony Brook students. Additional services are available through the Wo/Men's and Gender Resource Center.
- The Stony Brook University Employee Assistance Program provides confidential information, assessment and referral services to employees, family members and retirees.
- Stony Brook has a Behavior Assessment Committee that meets regularly for the sharing of information and the coordination of responses to at-risk/ distressed students. There is a process in place for review, assessment and referral through Student Affairs.
- A Critical Incident Management Committee of senior Administrators and Emergency Management personnel meet bi-weekly to review incidents, status of programs and operational needs.
- Outreach efforts have already begun to familiarize faculty and staff with reporting procedures and expectations when a student is disruptive or distressed. This effort is being coordinated by the Center for Prevention and Outreach, a new unit in the Division of Student Affairs. A brochure was recently updated and distributed to all faculty and another one is being developed for staff which describes these protocols. The brochures also contain resources and lists offices for faculty and staff to contact if the need arises and/or if they have questions.
- The Center for Prevention and Outreach has also developed and implemented a one-class session curriculum module, which includes depression/suicide prevention and bystander intervention. The session is being presented to all incoming freshman as part of the SBU101 course required for all new students.
- Disability Support Services assists students with disabilities in accessing the many resources of the University. Individuals with visual, mobility and hearing impairment as well as those with hidden disabilities such as chronic medical conditions, psychological, and learning disabilities are invited to make use of the services and equipment available.
- Student Health Services offers comprehensive and cost-effective health services for both medical and psychological health problems. The staff includes physicians, physician assistants, nurse practitioners, registered nurses, pharmacists, laboratory technologists, a social worker, health educators, and a substance abuse and addictions counselor. If you are concerned about or are contemplating suicide, please go to Ulifeline.

5.23 Weather Emergency Policy

Long Island has a climate that is similar to other coastal areas of the Northeastern United States; it has warm, humid summers and cold winters. The Atlantic Ocean helps bring afternoon sea breezes that temper the heat in the warmer

months and limit the frequency and severity of thunderstorms.

Severe thunderstorms are not uncommon, especially when they approach the island from the mainland areas of the Bronx, Westchester County and Connecticut in the northwest. Measurable snow falls every winter and in many winters one or more intense storms (called a Nor'easter) produce blizzard conditions with snowfalls of 1–2 feet (30–60 cm) and near-hurricane force winds.

Long Island is somewhat vulnerable to hurricanes. Its northern location and relatively cool waters tend to weaken storms to below hurricane strength by the time they reach Long Island, although despite this, some storms have made landfall at Category 1 or greater strength.

In the wintertime, temperatures are warmer than areas further inland (especially in the night and early morning hours), sometimes causing a snowstorm further inland to fall as rain or mixed precipitation on the island.

For weather-related information and/or school closings, monitor the SB Advisory page or call:

631-632-SNOW (7669) | 631-444-SNOW (7669)

Students are required to sign up for alerts on the following site for information about weather emergencies:

<https://www.stonybrook.edu/commcms/emergency/alerts/>

5.24 Critical Incident Management and Emergency Communications

Members of Stony Brook's Emergency Management Team have been working with Administration on a review of policies, procedures and programs to respond to and manage critical incidents on campus. The review addresses risk assessment and mental health issues, emergency response, communications technology and other general recommendations.

The following is a summary of the assessment and actions taken to date. Please note that this list is not inclusive of all actions that can and will be done in the future, as this will be a continuous improvement process.


Emergency Communications

1. Stony Brook has a Communications Plan for emergency responders using cell phones, pagers, email and portable radios to ensure communications and interoperability with each other and external agencies such as the Suffolk County Police and local fire departments. Emergency information is communicated to the campus community by way of our fire alarm systems, e-mail, web site, campus cable TV system and radio station (WUSB 90.1 FM) and external media sources.
2. Text, Voice and E-mail Messaging: Stony Brook has implemented a mass notification system with a private vendor to provide urgent communications to members of the campus community. Stony Brook University officials can also generate emergency messages by utilizing NY Alert, a similar system developed by the State Emergency Management Office (SEMO).
3. Outdoor Warning Siren: Stony Brook University has installed an outdoor siren alert on the University's main campus. While some individuals may hear the siren indoors, the siren is designed to be heard OUTDOORS ONLY.

In the event of a true emergency that presents a safety concern, the University will sound the outdoor siren alert, which will last 60-seconds, and the following actions should be taken:

S STOP Stop what you are doing.



 O OBSERVE Observe your immediate surroundings for danger.

 S SHELTER Seek shelter and additional information.

4. Digital Signage: A software package has been purchased and new digital signage is being planned for installation in large assembly areas in campus buildings. The LCD displays will be centrally controlled with content directed to a particular geographic area.

5. Voice Fire/PA Systems: Fire alarm systems on campus are being upgraded to add additional voice-capable systems and to optimize their voice capability. This will allow us to broadcast an alternate emergency tone and voice message over the speaker system.

6. Campus Safety Website: A new Campus Safety "Staying Safe on Campus" website has been established as a resource for the campus community. The website has links to important emergency, safety, security, health, counseling and other information.

7. An Emergency Command Vehicle (SUV), equipped with communications equipment will be used as a mobile command post at major incidents where University officials will work together in a unified command with external agencies.

Emergency Management and Response

1. Stony Brook University has a comprehensive Emergency Management (All Hazards) Plan that establishes the policy, procedures, and organizational structure to respond, control and recover from emergency situations, using the National Incident Management Training System (NIMS).

2. An Emergency Operations Center (EOC) is used by a team of University Officials, the Incident Commander, and Command Staff to evaluate situations and plan for the effective management of the people, organizations, and resources utilized in response to emergencies.

3. Emergency Responders, including University Police Officers, Fire Marshals, Building Managers, Safety Wardens, and Residential Hall staff respond to and evaluate emergency situations using the Incident Command System (ICS).

4. Critical Incident Plans and Training: Our University Police Department, in partnership with the Suffolk County Police Department (SCPD), has reviewed Critical Incident Response Plans and provided training to all UPD Officers for "active shooting" situations. In addition, UPD Officers have received training on the National Incident Management System (NIMS), Mental Health Disorders, Firearms Training and Incident Response. Table-top exercises are frequently conducted as part of an effort to better prepare our Emergency Responders for an actual event.

5. Fire Safety: Our University Fire Marshals have recently expanded operations to provide fire safety coverage round-the-clock (24/7). Fire Marshals are highly trained for response to fires, fire alarms, hazardous material incidents, technical rescues, and other emergencies. They work closely with local volunteer fire departments which facilitates the response and recovery from emergency situations. A number of fire prevention activities are held annually during the month of September during Campus Fire Safety Month.

For additional information, please contact:

Lawrence Zicarese
Assistant Chief of Police / Director of Emergency Management
Phone:(631) 632-6540
Email: Lawrence.Zicarese@stonybrook.edu

5.25 Evacuation Procedures

When evacuating your building or work area:

- Stay calm; do not rush.
- Gather your personal belongings only if it is safe to do so.
- Close your office door and window, but do not lock them.
- Use the nearest safe stairs and proceed to the nearest exit. **DO NOT USE THE ELEVATORS.**
- Proceed to the designated Emergency Assembly Area (EAA)
- Wait for any instructions from emergency responders.
- Do not re-enter the building or work area until you have been instructed to do so by the emergency responders.
- Faculty/Staff are responsible for informing students of proper evacuation routes and a designated assembly area at start of the semester and at time of evacuation.
- Faculty should be the last to leave the classroom/laboratory during an evacuation, making sure all students exit properly and to the designated assembly area.
- It is the responsibility of faculty/staff to account for his/her students at the designated meeting area and inform emergency responders of anyone missing.

See the following website for more information -

<https://www.stonybrook.edu/commcms/emergency/procedures/evacuation>

5.26 Fire Alarm Procedures

If a fire occurs, evacuate the area immediately and call University Police by dialing 333 from any campus phone, or dial (631) 632-3333 from any phone.

1. If safe to do so:

- Confine the fire by closing doors and windows.
- Notify anyone in the immediate area.
- Activate the nearest fire alarm box.
- Attempt to extinguish the fire using one fire extinguisher only.

2. If there is smoke or heat, stay low.

3. **DO NOT USE ELEVATORS.**

4. Before opening any door, feel it near the top. If it is hot, do not open, but:

- Call University Police and tell them your exact location and situation.
- Place a blanket or similar article along the bottom of your door to keep out smoke. If possible, wet the material first.
- Retreat. Close as many doors between you and the fire as possible.
- Hang a light-colored material out the window to attract attention from below.

5. If the door is NOT hot:

- Open the door cautiously--stand behind the door and be prepared to close quickly if there is excessive smoke.
- Conduct a final search before leaving, if safe to do so.
- If your mobility is limited by wheelchair, crutches, etc., leave the area and position yourself in the stairwell landing, call University Police, and wait for responding agencies.
- Assemble outside. Do not re-enter the building until notified.



Stony Brook **Southampton**

School *of* Health Professions

Master's Program in Speech-Language Pathology

APPENDICES - FORMS



Stony Brook **Southampton**

School *of* Health Professions

Master's Program in Speech-Language Pathology

Graduate Orientation

(Student Name)_____ on (the following date),_____,
has read and understood all the policies and procedures in the Speech-Language Pathology Program
Handbook and agreed to abide by the ASHA Code of Ethics.



Stony Brook Southampton

School of Health Professions

Master's Program in Speech-Language Pathology

Eligibility Requirements and Essential Functions

Council of Academic Programs in Communication Sciences and Disorders (2007)

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience. The starred items (*), however, are skills. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. If you are uncertain about your abilities to meet these technical standards, please consult the Chair of the program to discuss your individual situation.

Students are responsible for signing the Essential Functions prior to entering the program, at Graduate Orientation. This form is housed in the student's file. Each student must meet all the Essential Functions set forth below on a continuing basis. A student may be denied permission to continue in the Master of Speech-Language Pathology Program at Stony Brook University should they fail at any time to demonstrate all the Essential Functions. These Essential Functions are in addition to the Knowledge and Skills (KASA) Standards required by the American Speech-Language-Hearing Association's Council for Clinical Certification for application for the Certificate of Clinical Competence (CCC-SLP).

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. (Language to be determined by program.) *
- Possess reading and writing skills sufficient to meet curricular and clinical demands. *
- Perceive and demonstrate appropriate non-verbal communication for culture and context. *
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities. *
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements. *
- Participate in classroom and clinical activities for the defined workday. *
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands. *
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others. *
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds. *
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies. *
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting. *
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

By signing this form, I concur that I am fully capable of executing the aforementioned essential functions of speech-language pathology.

Student Name/Signature/Date



School of Health Professions

Speech-Language Pathology Master's Program

Advisement Sheet

[illegible]



Stony Brook Southampton

School of Health Professions

Department of Speech-Language Pathology

Supervisor/Site Checking System

Site:

Days/Times:

| Supervisor/ Contact Info | ASHA # | State License # | Supervisor CEU | Handbook | Resume | Degrees |
|-------------------------------------|---------------|--------------------------------|---------------------------|-----------------|---------------|----------------|
| | | | | | | |
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Stony Brook Southampton

Speech-Language Pathology Master's Program Tracking Form

Name of Student:

Student enrolled in Track I, Track II, or Track III (Circle one). Date coursework completed for Track _____

Student Checklist for Curriculum for Speech-Language Pathology Program (Courses in alphabetical order)

| Course Title | Completed/ Grade | Course Title | Completed/ Grade |
|---|---------------------|---|---------------------|
| Required Courses: | | Clinicals | |
| Adult Dysphagia | | Clinical I | |
| | | Clinical II | |
| | | Clinical III | |
| | | Clinical IV | |
| | | Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; | |
| | | Audiology Clinical | |
| | | Diagnostic Clinical | |
| | | Note: One clinical credit is equivalent to 40 clinical hours. | |
| Aphasia and Related Disorders | | | |
| Augmentative and Alternative Communication | | | |
| Aural Rehabilitation | | | |
| Autism and Social Communication Disorders | | Optional Track- NYS Department of Education Requirements** for Teachers of Students with Speech and Language Disabilities (TSSLD): | Yes/No |
| Capstone Project in Speech-Language Pathology and Praxis Examination | | Education: Theory and Practice | |
| Clinical Concepts in Audiology | | Language Acquisition and Literacy Development | |
| Cognitive Communication Disorders | | Principles and Practices of Special Education | |
| Diagnostics in Speech-Language Pathology | | Speech and Language Pathology in the Schools Clinical | |
| Early Intervention in Speech-Language Pathology | | | |
| Fluency Disorders | | Optional Track- Bilingual Extension Requirements: Yes/NO | |
| Foundations of Clinical Practice | | Bilingualism | |

| | |
|---|--|
| Language and Literacy Disorders in School-Age Children and Adolescents | |
| Neuromotor Speech Disorders | |
| Neuroscience in Communication Sciences and Disorders | |
| Preschool Child Language Disorders | |
| Research Methods and Resources in Communication Sciences and Disorders | |
| Seminar in Counseling | |
| Seminar in Medical Speech-Language Pathology | |
| Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders I and II | |
| Speech and Language Pathology in the Schools | |
| Speech Sound Disorders | |
| Voice and Resonance Disorders and Instrumentation | |
| | |

| | |
|---|--|
| Foundation of Teaching English Language Arts to Bilingual Language | |
| Methods of Teaching Second Language and Content to Bilingual Students | |
| Sociolinguistics/ Hispanic Dialectology and Sociolinguistics | |
| Speech and Language Pathology in the Schools Bilingual Clinical | |
| | |
| | |
| **Non-Credit Workshops (Required for students choosing the TSSLD and Dignity for All Students (6-hour course) | |
| | |
| Identification and Referral of Substance Abuse | |
| Identifying and Reporting Child Abuse | |
| Prevention and Identification of School Violence | |
| Total required credits: 63; Track SLP + TSSLD + Non-Credit Workshops: 73; Track SLP + TSSLD + Bilingual Extension + Non-Credit Workshops: 85 | |

Student Name: _____

Course Plan of Study for Track I - Eligibility for NYS Licensure and ASHA CCCs

| Term 1: Fall 1 | | | |
|--|--|----------------|--------------|
| Course Number | Course Title | Credits | Grade |
| HHS 510 | Aphasia and Related Disorders | 3.0 | |
| HHS 511 | Cognitive Communication Disorders | 1.0 | |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 | |
| HHS 520 | Preschool Child Language Disorders | 3.0 | |
| HHS 521 | Speech Sound Disorders | 3.0 | |
| HHS 540 | Foundations of Clinical Practice | 2.0 | |
| HHS 581 | Clinical I | 0.5 | |
| Total = 15.5 credits | | | |
| Term 2: Spring I | | | |
| HHS 513 | Adult Dysphagia | 3.0 | |
| HHS 514 | Neuromotor Speech Disorders | 3.0 | |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 | |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 | |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 | |
| HHS 582 | Clinical II | 1.0 | |
| Total = 13 credits | | | |
| Term 3: Summer 1 | | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 | |
| HHS 542 | Clinical Concepts in Audiology | 2.0 | |
| HHS 586 | Audiology Clinical | 0.5 | |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 | |
| HHS 587 | Diagnostics Clinical | 0.5 | |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 | |
| HHS 583 | Clinical III | 1.5 | |
| Total = 11.5 credits | | | |
| Term 4: Fall 2 | | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 | |
| HHS 524 | Autism and Social Communication Disorders | 2.0 | |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 | |
| HHS 531 | Fluency Disorders | 2.0 | |
| HHS 584 | Clinical IV | 3.0 | |
| Total = 13 credits | | | |
| Term 5: Spring 2 | | | |
| HHS 532 | Aural Rehabilitation | 2.0 | |
| HHS 533 | Augmentative and Alternative Communication | 2.0 | |
| HHS 539 | Seminar in Counseling | 1.0 | |
| HHS 585 | Clinical V | 3.0 | |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 | |
| Total = 10 credits | | | |
| Total credits in program = 63 credits | | | |

Student Name: _____

Course Plan of Study for Track II - Eligibility for NYS Licensure, ASHA CCCs and Teaching Certification TSSLD

| Term 1: Summer 1 | | | |
|--|--|----------------|--------------|
| Course Number | Course Title | Credits | Grade |
| CEE 505 | Education Theory and Practice | 3.0 | |
| CEF 547 | Principles and Practices of Special Education | 3.0 | |
| CEE 594 | Language Acquisition and Literacy Development | 3.0 | |
| Total = 9 credits | | | |
| Term 2: Fall 1 | | | |
| HHS 510 | Aphasia and Related Disorders | 3.0 | |
| HHS 511 | Cognitive Communication Disorders | 1.0 | |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 | |
| HHS 520 | Preschool Child Language Disorders | 3.0 | |
| HHS 521 | Speech Sound Disorders | 3.0 | |
| HHS 540 | Foundations of Clinical Practice | 2.0 | |
| HHS 581 | Clinical I | 0.5 | |
| Total = 15.5 credits | | | |
| Term 3: Spring I | | | |
| HHS 513 | Adult Dysphagia | 3.0 | |
| HHS 514 | Neuromotor Speech Disorders | 3.0 | |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 | |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 | |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 | |
| HHS 582 | Clinical II | 1.0 | |
| Total = 13 credits | | | |
| Term 4: Summer 2 | | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 | |
| HHS 542 | Clinical Concepts in Audiology | 2.0 | |
| HHS 586 | Audiology Clinical | 0.5 | |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 | |
| HHS 587 | Diagnostics Clinical | 0.5 | |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 | |
| HHS 583 | Clinical III | 1.5 | |
| Term 5: Fall 2 | | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 | |
| HHS 524 | Autism and Social Communication Disorders | 2.0 | |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 | |
| HHS 531 | Fluency Disorders | 2.0 | |
| HHS 584 or HHS 572 | Clinical IV or Speech and Language Pathology in the School Clinical | 3/4 | |
| Total = 13/14 credits | | | |
| Term 6: Spring 2 | | | |
| HHS 532 | Aural Rehabilitation | 2.0 | |
| HHS 533 | Augmentative and Alternative Communication | 2.0 | |
| HHS 539 | Seminar in Counseling | 1.0 | |
| HHS 584 or HHS 572 | Clinical IV or Speech and Language Pathology in the School Clinical | 3/4 | |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 | |
| Total = 10/11 credits | | | |
| Total credits in program = 73 credits | | | |

Student Name: _____

Course Plan of Study for Track III - Eligibility for NYS Licensure, ASHA CCCs, Teaching Certification TSSLD and Bilingual Extension

| Term 1: Summer 1 | | | |
|--|--|----------------|--------------|
| Course Number | Course Title | Credits | Grade |
| CEE 505 | Education Theory and Practice | 3.0 | |
| CEF 547 | Principles and Practices of Special Education | 3.0 | |
| CEE 594 | Language Acquisition and Literacy Development | 3.0 | |
| Total = 9 credits | | | |
| Term 2: Fall 1 | | | |
| HHS 510 | Aphasia and Related Disorders | 3.0 | |
| HHS 511 | Cognitive Communication Disorders | 1.0 | |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | 3.0 | |
| HHS 520 | Preschool Child Language Disorders | 3.0 | |
| HHS 521 | Speech Sound Disorders | 3.0 | |
| HHS 540 | Foundations of Clinical Practice | 2.0 | |
| HHS 581 | Clinical I | 0.5 | |
| Total = 15.5 credits | | | |
| Term 3: Spring I | | | |
| HHS 513 | Adult Dysphagia | 3.0 | |
| HHS 514 | Neuromotor Speech Disorders | 3.0 | |
| HHS 522 | Early Intervention in Speech-Language Pathology | 3.0 | |
| HHS 536 | Seminar in Medical Speech-Language Pathology | 1.0 | |
| HHS 551 | Research Methods and Resources in Communication Sciences and Disorders | 2.0 | |
| HHS 582 | Clinical II | 1.0 | |
| Total = 13 credits | | | |
| Term 4: Summer 2 | | | |
| HHS 537 | Seminar in Professional, Ethical and Multicultural Issues | 2.0 | |
| HHS 542 | Clinical Concepts in Audiology | 2.0 | |
| HHS 586 | Audiology Clinical | 0.5 | |
| HHS 544 | Diagnostics in Speech-Language Pathology | 2.0 | |
| HHS 587 | Diagnostics Clinical | 0.5 | |
| HHS 546 | Speech and Language Pathology in the Schools | 3.0 | |
| HHS 583 | Clinical III | 1.5 | |
| Total = 11.5 credits | | | |
| Term 5: Fall 2 | | | |
| HHS 523 | Language and Literacy Disorders in School Age Children and Adolescents | 3.0 | |
| HHS 524 | Autism and Social Communication Disorders | 2.0 | |
| HHS 530 | Voice and Resonance Disorders and Instrumentation | 3.0 | |
| HHS 531 | Fluency Disorders | 2.0 | |
| SPN 506 | Bilingualism | 3.0 | |
| HHS 584 | Clinical IV | 3.0 | |
| Total = 16 credits | | | |
| Term 6: Spring 2 | | | |
| HHS 532 | Aural Rehabilitation | 2.0 | |
| HHS 533 | Augmentative and Alternative Communication | 2.0 | |
| HHS 539 | Seminar in Counseling | 1.0 | |
| HHS 594 | Capstone Project in Speech-Language Pathology & Preparation for The Praxis Examination | 2.0 | |
| CEF 536 | Methods of Teaching Second Language and Content to Bilingual Students | 3.0 | |
| SPN 505 | Hispanic Dialectology and Sociolinguistics | 3.0 | |
| Total = 13 credits | | | |
| Term 7: Fall 3 | | | |
| HHS/CEF 526 | Foundations of Teaching English Language Arts to Bilingual Language Learners | 3.0 | |
| HHS 574 | Speech and Language Pathology Bilingual Clinical | 4.0 | |
| Total = 7 credits | | | |
| Total credits in program = 85 credits | | | |



Stony Brook Southampton

School of Health Professions

Master's Program in Speech-Language Pathology

Graduate Student Proficiency in English Screening Procedure

Position Statement

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

American Speech-Language-Hearing Association. (1998). *Students and professionals who speak English with accents and nonstandard dialects: issues and recommendations* [Position Statement]. Available from www.asha.org/policy.

The student's advisor will initially screen the student while engaging the student in a conversation, during their initial advisement meeting. This form will remain in the student's file and the Chair of the program will be notified of the results of this screen and the result. The faculty advisor will provide the student with the results and recommendations of the screen.

Recommendations may include:

1. Monitoring voice, fluency, articulation, and language throughout clinicals;
2. Referral to an otolaryngologist for voice problems;
3. Evaluation/therapy recommendation for speech, language, and/or fluency issues;

Please check one of the following:

Student Passed the Screen _____

Student Failed the Screen _____

Student Signature: _____

Advisor Signature: _____

Date of the Screen: _____



School of Health Professions
Department of Speech-Language Pathology
Clinical Reflection

Student Clinician: _____
Supervisor: _____

Week: _____
Site: _____

I. Clinical Checklist

The following items have been submitted to your supervisor:

| | | |
|-----------------------------|-----------------------------|-----------------------|
| _____ Session/Lesson Plans | _____ SOAP/Progress Note(s) | _____ Material(s) |
| _____ Weekly Clinical Hours | _____ Diagnostic Report(s) | _____ Session debrief |

II. Clinical Journal

Two positive experiences (i.e. materials, procedures, data, cues/feedback, interpersonal skills) based on your session(s):

- 1.
- 2.

One challenging experience (i.e. materials, procedures, data collection, cues/feedback, interpersonal skills) based on your session(s):

- 1.

Two clinical skills (i.e. professional behavior, interpersonal skills, technical skills) you were able to develop throughout your session(s):

- 1.
- 2.

Two clinical skills (i.e. professional behavior, interpersonal skills, technical skills) you will continue to develop throughout your session(s):

- 1.
- 2.

Student Clinician Signature: _____
Supervisor Signature: _____
ASHA # _____

Date: _____
Date: _____



Stony Brook Southampton

School of Health Professions Speech-Language Pathology Master's Program

Evaluation of Student Learning Outcomes (Knowledge and Skills)

Student Name: _____

Course Number and Name: _____

Semester: _____

Instructor's Name: _____

1. The student has satisfactorily obtained the knowledge and skills in this course. Please circle one.

YES / NO

2. If NO, list the knowledge and skills that were not satisfactorily completed and complete a Remediation Plan for the student:

a. _____

b. _____

c. _____

d. _____

Student's name and Signature

Instructor's Name and Signature

Chair of the Program's Signature



Stony Brook **Southampton**

School of Health Professions

**Department of Speech-Language Pathology Student
Intervention Plan**

Student:

Date:

Director of Clinical Education:

Department Chair:

I. Identified Weaknesses: Describe the identified areas that require improvement.

| | |
|---|--|
| Evaluation Skills (Indicate CFCC Standards) | |
| Treatment Skills (Indicate CFCC Standards) | |

| | |
|--|--|
| | |
| Professional Practice, Interaction, and Personal Qualities (Indicate CFCC Standards) | |

- II. Goals:** Determine long term goals and short term goals to remediate the identified weaknesses and a proposed timeline for completion.

| Long Term Goal(s) | Timeline for completion: |
|-------------------|--------------------------|
| | |
| | |

| Short Term Goal(s) | Timeline for completion: |
|--------------------|--------------------------|
| | |
| | |
| | |
| | |
| | |

- III. Action Plan:** Describe the steps that will be taken to improve the identified weaknesses to meet your chosen goals.

IV. Outcome Meeting: Determine a date/time for a follow up meeting regarding progress toward action plan, timelines, and goals.

Student Signature: _____ **Date:** _____

Director of Clinical Education Signature: _____ **Date:** _____

Department Chair Signature: _____ **Date:** _____

**Stony Brook University
Department of Speech Language Pathology**

Generic Abilities Assessment

Student Name: _____

Date: _____

Student Advisor: _____

Directions: The ten Generic Abilities listed in the shaded boxes are to be developed by the student during the academic phase of their professional education.

- This form is to be used primarily as a self-assessment tool by students.
- Rank each core ability within the *shaded box* in accordance with the descriptors below the numbered line. The ranking represents a continuum for expected student progress during the academic portion of the curriculum. A separate form will be used for self-assessment during the clinical portion of the program.
- The descriptors below the boxes serve as examples of the behaviors expected for that particular ability.
- The ranking is to be completed by each student:
 - Each Fall and Spring semester.
 - Prior to required faculty/student advisement conferences.
- Students may enter the program with several of these abilities fully developed. Other abilities may require further development. Ranking should be done accordingly. Students are expected to submit this form prior to their scheduled advisement session.
- Students should use feedback from multiple sources when self-assessing. When asked, students should be able to support their rankings with specific program related examples. Feedback might come from:
 - Written comments
 - Non-verbal messages
 - Self awareness
 - Faculty
 - Supervisors
 - Classmates
- A different self-assessment form is used for the clinical education phase of the program.

Adapted from: Model for Ability-Based Assessment in Physical Therapy Education, WW May, et al. Journal of Physical Therapy Education, 9:1 Spring

1995.

| 1. Commitment to Learning | | | | | | |
|--|---|--|---|--|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out new knowledge and understanding. | | Self-directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding. | | Highly self-directed, consistently identifies needs and sources of learning, and deliberately seeks out new knowledge and understanding. | | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- identifying problems
- formulating appropriate questions
- showing evidence of preparation prior to class
- participating in small groups
- attending class consistently
- showing attentiveness
- demonstrating a positive attitude toward learning

Develops During the Program

Demonstrated by:

- awareness of or providing additional material outside of class structure
- enthusiasm about new ideas
- reconciling differences in opinions or information
- showing confidence in present material
- setting personal and professional goals
- seeking new learning opportunities
- seeking out professional literature

Demonstrates at Externships and Beyond

Demonstrated by:

- applying new information and re-evaluating performance
- reading articles critically and understanding limits of application to professional practice
- researching and studying areas where knowledge base is lacking
- accepting that there may be more than one answer to a problem
- researching areas where knowledge is lacking

Examples and Comments:

2. Interpersonal Skills

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|--|---|
| Engages in non-effective or judgmental interactions with persons in the academic setting, and loses focus in unexpected/new situations. | | | Usually engages in effective and non-judgmental interactions with most persons in the academic setting, and maintains focus in unexpected/new situations. | | Consistently engages in highly effective and non-judgmental interactions with all persons in the academic setting, and responds exceptionally well to unexpected/new situations. | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- maintaining professional demeanor in interactions with faculty, staff and other students
- respecting differences in others
- recognizing impact of non-verbal communication (eye contact, active listening)
- appropriately discussing a grade on an exam, practical, or assignment
- attentive behavior in classes, labs, and small groups

Develops During the Program

Demonstrated by:

- recognizing impact of non-verbal communication and modifying accordingly
- discussing problems with the appropriate faculty member/clinical supervisor
- using appropriate skills when one faculty member is referring the student to another faculty member/clinical supervisor
- assuming responsibility for own actions
- establishing trust and motivating others

Demonstrates at Externships and Beyond

Demonstrated by:

- approaching others to discuss differences in opinion
- responding effectively to unexpected situations
- talking about difficult issues with sensitivity and objectivity
- delegating to others as needed

Examples and Comments:

3. Communication Skills

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|--|---|---|---|---|
| Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences/purposes. | | Exhibits acceptable written, verbal and non-verbal communication skills and is usually capable of modifying information to meet the needs of various audiences/purposes. | | Exhibits superior written, verbal and non-verbal communication skills and readily modifies information to meet the needs of various audiences/purposes. | | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- understanding of basic English (verbal, written, grammar, spelling, expression)
- communicating appropriately in small groups
- providing appropriate feedback to fellow classmates, clinical supervisors and faculty members
- using internet resources
- recognizing differences in communication styles

Develops During the Program

Demonstrated by:

- restating, reflecting and clarifying messages
- modifying communication skills based on audience
- using technology in presentations
- the quality of all written work
- the art of notetaking in class and during clinicals
- the quality of class presentations
- the quality of handouts provided
- the quality of all assignments submitted
- exhibiting appropriate professional communication during exams

Demonstrates at Externships and Beyond

Demonstrated by:

- modifying written and verbal communication to meet needs of various audiences
- presenting verbal or written message with logical organization and sequencing
- maintaining open and constructive communication
- communicating professional needs and concerns
- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others

Examples and Comments:

4. Effective Use of Time and Resources

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|--|---|---|---|---|
| Exhibits poor use of time and resources, shows lack of flexibility/adaptability, and seems incapable of setting goals | | Obtains good results through use of time and resources, shows adequate flexibility/adaptability and is capable of setting goals. | | | Consistently obtains maximum results through superior use of time and resources, shows unusual flexibility/adaptability and sets realistic goals. | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- making use of textbooks and reading assignments
- coordinating and working with others for group project assignments
- preparing for scheduled appointment times with others
- completing assignments on time

Develops During the Program

Demonstrated by:

- identifying alternative resources
- moving forward when mistakes are made
- accepting responsibility for others in group activities
- effectively setting a schedule
- using library, internet and school resources effectively

Demonstrates at Externships and Beyond

Demonstrated by:

- using limited resources creatively
- considering professional program and course goals in the context of the assignment
- demonstrating the ability to say “no” if request made does not add to priorities, or if the activity is in conflict with the set goals
- actively seeking resources to solve problems or answer questions

Examples and Comments:

5. Use of Constructive Feedback

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Accepts feedback defensively, does not identify or integrate feedback, provides non-constructive, negative or untimely feedback to others | | Usually accepts, identifies and integrates feedback from others, and frequently provides appropriate feedback to others | | Seeks out, identifies, and eagerly integrates feedback from others, and provides constructive, timely, and positive feedback to others. | | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- using active listening skills
- actively seeking constructive feedback and help
- showing a positive attitude
- critiquing own performance
- maintaining two-way communication

Develops During the Program

Demonstrated by:

- assessing own performance accurately
- utilizing and providing constructive and timely feedback when establishing pre-professional goals
- developing a plan of action in response to feedback
- accepting and integrating feedback from other

Demonstrates at Externships and Beyond

Demonstrated by:

- seeking feedback from others
- modifying feedback given to others according to their learning style
- reconciling differences with sensitivity
- considering multiple approaches when responding to feedback

Examples and Comments:

6. Problem Solving

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|
| Does not regularly recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes | | | Frequently recognizes and defines most problems, analyzes data, develops and implements solutions, and evaluates outcomes | | Consistently and insightfully recognizes and defines problems, analyzes data, develops and implements solutions and evaluates outcomes. | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- recognizing problems in the academic setting
- recognizing problems of a personal nature
- knowing the basic steps of the problem solving process

Develops During the Program

Demonstrated by:

- applying the problem solving process to class/clinicals
- generating alternative plans when difficulties or obstacles present themselves during the program
- developing flexibility and adaptability in situations
- updating solutions based on review of current research/evidence
- accepting responsibility for implementing solutions
- considering solutions not only stating the problem

Demonstrates at Externships and Beyond

Demonstrated by:

- weighing advantages and disadvantages of solutions and long –term impact of solutions
- contributing to formal quality assessment
- seeking solutions to community health-related problems

Examples and Comments:

7. Professionalism

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|--|---|
| Exhibits questionable or poor conduct concerning ethics, regulations, policies and procedures, and represents the profession in an incompetent and negative manner | | | Usually exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner | | Exhibits superior professional conduct concerning ethics, regulations, policies and procedures, and actively promotes/represents the profession in a highly competent/commendable manner | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- following University, School and Department policies
- seeking opportunities for leadership
- demonstrating honesty, compassion, courage and regard to others
- an awareness of the professional role of a speech language pathologist

Develops During the Program

Demonstrated by:

- volunteering in regional, state and national organizations
- volunteering in the department or community
- promoting the Speech Language Pathology profession
- participating in other professional activities
- acting on moral commitment
- awareness of ethical issues and legal issues impact on the profession

Demonstrates at Externships and Beyond

Demonstrated by:

- participating in research and evidence based practice
- participating actively in professional organizations – LISHA, NYSSLHA, and ASHA
- attending post-professional workshops
- actively promoting the profession through community service
- acting in a leadership role when needed
- supporting research in speech language pathology
- adhere to the ASHA Code of Ethics and behave professionally

Examples and Comments:

8. Responsibility

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|--|---|---|--|---|
| Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes. | | Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes. | | | Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations and accepts full responsibility for actions and outcomes. | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- completing assignments and other requests in a timely manner
- meeting deadlines for assignments
- coming to class on time
- following through on commitments made
- accepting responsibility for own actions and outcomes

Develops During the Program

Demonstrated by:

- directing complaints to the proper person in authority
- providing constructive feedback to the appropriate person
- contributing to the provision of a safe and secure environment for patients, classmates, and others
- encouraging peer/ colleague accountability

Demonstrates at Externships and Beyond

Demonstrated by:

- promoting education
- accepting leadership roles
- facilitating responsibility for program development and modification

Examples and Comments:

9. Critical Thinking

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|
| Does not identify, articulate or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions, and does not present ideas. | | Frequently identifies, articulates and analyzes problems, distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions and assumptions, and presents ideas. | | Readily identifies, articulates and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes/differentiates among facts, and generates original ideas. | | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- raising relevant questions
- recognizing gaps in knowledge base
- articulating ideas/problems

Develops During the Program

Demonstrated by:

- examining new ideas
- understanding the scientific method
- formulating new and seeking alternative ideas
- formulating alternative hypotheses
- critiquing hypotheses and ideas
- recognizing facts vs. opinion
- being able to distinguish relevant information in a case

Demonstrates at Externships and Beyond

Demonstrated by:

- exhibiting an openness to contradictory ideas
- assessing issues raised by contradictory ideas
- justifying solutions selected
- determining effectiveness of applied solutions

Examples and Comments:

10. Stress Management

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|--|---|---|
| Fails to identify sources of stress/problems in self and does not seek assistance or utilize coping skills and is unsuccessful at balancing professional/personal life | | Is usually aware of sources of stress/problems in self and others, frequently seeks assistance as needed, utilizes coping strategies, and maintains balance of professional/personal life | | Accurately identifies sources of stress/problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains balance of professional/personal life. | | |

Examples of Expectations

Demonstrates When Admitted

Demonstrated by:

- demonstrating effective affective responses during most situations e.g. tests, personal communication
- recognizing own stressors or problems
- recognizing stress or problems in others
- seeking assistance as needed
- maintaining professional demeanor in most situations

Develops During the Program

Demonstrated by:

- maintaining balance between professional and personal life
- accepting constructive criticism appropriately
- establishing outlets to cope with stressors
- responding appropriately to urgent situations
- handling unexpected changes appropriately

Demonstrates at Externships and Beyond

Demonstrated by:

- recognizing when problems are unsolvable
- assisting others in recognizing stressors
- demonstrating a preventive approach to stress management
- offering solutions to the reduction of stress
- establishing a support network

Examples and Comments:

Based on my Generic Abilities Assessment, I am setting the following goals (3 goals):

To accomplish these goals, I will take the following specific actions (at minimum one action per goal):

Student Signature _____ **Date**

Faculty Advisor Signature _____ **Date**



**Stony Brook
School of Health Technology
and Management**

SHTM ANNUAL HEALTH ASSESSMENT FORM

Student Name _____ SBID# _____

Program _____

Address _____ Date of Birth _____

Health Sciences students who receive education in clinical settings must obtain an annual health assessment following the requirements of University Hospital and/or other clinical affiliates. Students may obtain the assessment from their private practitioner or the Student Health Service at Stony Brook.

TO BE COMPLETED BY STUDENT

| Circle One | | | Describe |
|------------|----|---|----------|
| YES | NO | Has there been any significant medical illness or injury in the last 12 months? | |
| YES | NO | Are you on medication on a continuing basis or under a doctors' care for continuing medical problem(s)? | |
| YES | NO | Do you have any allergies? | |

TO BE COMPLETED BY PRACTITIONER

Blood Pressure _____ Pulse _____

Required Tuberculosis Testing*

| | Date | Reading Date | Negative | Positive | Size of Induration (mm) |
|-------------------------|------|--------------|----------|----------|-------------------------|
| PPD Skin Test Placement | | | | | |
| PPD Skin Test Placement | | | | | |
| OR - QuantiFERON Gold* | | | | | |

*QuantiFERON Gold blood test can be done in place of 2-step PPD.

◆ If there is a history of a positive PPD, a chest x-ray report must be on file ◆

Chest X-Ray Date _____ Place _____
Result _____

Students with NEW positive PPD and/or positive chest x-ray will be referred to Student Health Service.

Required Vaccines

| Vaccine | Date of Vaccination | Quantitative Titer Value | Interpretation | | Booster Vaccine Date (if needed) |
|----------------------------------|---------------------|--------------------------------|----------------|----------|--|
| | | | Positive | Negative | |
| Measles | | | | | |
| Mumps | | | | | |
| Rubella | | | | | |
| Varicella | | | | | |
| Hepatitis B | | | | | |
| Flu (if required) | | | | | |
| Tetanus/TDAP (within 10 yrs.) | | | | | |

Comments:

PROVIDER'S SIGNATURE _____ **DATE** _____

OFFICE STAMP (required)

PROVIDER'S PRINTED NAME _____

TITLE _____ **PHONE#** _____

LICENSE # _____

STUDENT'S SIGNATURE _____ **DATE** _____

(To authorize release of this form to University Hospital and other clinical affiliates.)

Rev 12/19/18



**School of Health Professions
Department of Speech-Language Pathology
Clinical Program Requirements**

The Director of Clinical Education will maintain students' health records and other requirements for clinical placements at sites.

| Student Name | Health Clearance Date | Liability Insurance Date | NSSLHA # Active Dates | HIPAA Date | FERPA Date | COVID-19 vax Dates | CPR Date |
|---------------------|------------------------------|---------------------------------|------------------------------|-------------------|-------------------|---------------------------|-----------------|
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Stony Brook Southampton

School of Health Professions

Speech-Language Pathology Master's Program

Clinical Summative Assessment

The advisor will review the student's clinical portfolio and sign/date the items completed. In order to graduate, the student must complete a clinical portfolio. All the materials listed in the table should be neatly organized in a binder and presented to their advisor for signature in their last semester of the program.

| Clinical Portfolio | | |
|---|--------------------------|--------------------------|
| Clinical Evidence | Date in Portfolio | Advisor Signature |
| Midterm and Final Evaluations for all Clinicals | | |
| HHS 581 Clinical I | | |
| HHS 582 Clinical II | | |
| HHS 583 Clinical III | | |
| HHS 584 Clinical IV | | |
| HHS 585 Clinical V OR HHS 572 SLP Schools Clinical | | |
| HHS 586 Audiology Clinical | | |
| HHS 587 Diagnostics Clinical | | |
| Research Training Certification (RCR and Human Participants Training) | | |
| Capstone Project Paper | | |
| Evidence-Based Practice Presentation | | |
| Resume | | |
| Diagnostic Evaluation | | |
| One written sample from each clinical | | |



Stony Brook Southampton

School of Health Professions

Speech-Language Pathology Master's Program

Rubrics for Summative Assessment Measures

Rubric for capstone project paper

| Components | Outstanding | Good | Average | Below Average |
|---|---|--|---|---|
| Title 2 points | <ul style="list-style-type: none">• Is descriptive of question and work performed• Includes dependent variable, independent variable and organism studied | <ul style="list-style-type: none">• Gives a general description of question and work performed• Missing one of the following: dependent variable, independent variable and organism studied | <ul style="list-style-type: none">• Is present• Missing two of the following: dependent variable, independent variable and organism studied | <ul style="list-style-type: none">• Not present |
| Abstract 5 points | <ul style="list-style-type: none">• States clearly question being asked• Gives hypothesis being tested• Highlights most important findings with enough information to understand experiments• States major findings and conclusions• Is a concise summary of question and findings | <ul style="list-style-type: none">• Is missing one component of good abstract• Abstract is not well organized or concise. | <ul style="list-style-type: none">• Is missing two components of a good abstract• Does not give an overview that leads directly to the reader being able to state the major findings of the study | <ul style="list-style-type: none">• Is missing three or more components of a good abstract• Is not written in a scientific style• Includes references in abstract |
| Introduction/Background 8 points | <ul style="list-style-type: none">• Provides the reader with the necessary information to understand the present study• Piques the readers interest and makes the importance of the question real• Gives appropriate information to previous studies that has an impact on the current study• Does not contain superfluous information and/or is not wordy• Gives a description of the specific purpose of the study, a description of the hypothesis being tested, and a brief summary of the experimental strategy being used at the end of the introduction• Gives a description of the study system and why it is appropriate to use it to answer hypothesis• Provides a supportive rationale with supportive citations for study | <ul style="list-style-type: none">• Contains some superfluous information• Does not pique the interest of the reader• Is missing some needed background information• Gives too much information--more like a summary• Has all the components of a good introduction but some parts may be difficult to understand• Gives a description of the study system with some comment on its appropriate use• Provides a supportive rationale but with no citations | <ul style="list-style-type: none">• Is missing one or two components of a good introduction• Contains significant superfluous information• Gives a description of the study system• Provides a rationale not justified, no citations | <ul style="list-style-type: none">• Is missing needed information to understand the present study or is• Is missing a description of the specific purpose of the study, a description of the hypothesis being tested, and a brief summary of the experimental strategy being used at the end of the introduction• Contains no information about the study system• No rationale |

| Components | Outstanding | Good | Average | Below Average |
|---|---|--|---|---|
| Materials and Methods 6 points | <ul style="list-style-type: none"> Is written in paragraph form Describes how the experiment was performed with enough detail to enable another scientist to repeat the experiment and obtain the same results Presents easy-to-follow steps which are logical and adequately detailed without including standard procedures that all scientists know how to do Specific chemicals and equipment are mentioned along with their source (not as a list) | <ul style="list-style-type: none"> Is written in paragraph form Describes how the experiment was performed with enough detail to enable another scientist to repeat the experiment and obtain the same results Most steps are understandable but some lack detail or are confusing Most specific chemicals and equipment are mentioned along with their source (not as a list) | <ul style="list-style-type: none"> Is written in paragraph form Describes how the experiment was performed with some critical details are lacking Most steps are understandable but some lack detail or are confusing Most specific chemicals and equipment are mentioned along with their source (not as a list) | <ul style="list-style-type: none"> Is lacking several critical details so that it is impossible to repeat the experiments described Many steps are missing in describing steps in an experiment Chemicals and equipment are in a list or are not described |
| Results 8 points | <ul style="list-style-type: none"> All pertinent data is described Raw unprocessed data is absent Results presented as both narrative text and in figures and tables Data presented in a logical manner to enable the reader to draw conclusions Important data is highlighted No conclusions are present All tables and figures have appropriate legends All tables and figures are described in the narrative text | <ul style="list-style-type: none"> All pertinent data is described Raw unprocessed data is absent Most results presented as both narrative text and in figures and tables Most data presented in a logical manner to enable the reader to draw conclusions Most important data are highlighted All tables and figures have appropriate legends All tables and figures are described in the narrative text | <ul style="list-style-type: none"> Most pertinent data are described Raw unprocessed data is absent Most results presented as both narrative text and in figures and tables Most data presented in a logical manner to enable the reader to draw conclusions Most important data are highlighted Most of the tables and figures have appropriate legends Most tables and figures are described in the narrative text | <ul style="list-style-type: none"> Raw unprocessed data is present Some results presented as both narrative text and in figures and tables Data not clearly presented Important data not highlighted Data in tables or figures not described in narrative form |
| Discussion / Conclusions 8 points | <ul style="list-style-type: none"> Question and hypothesis restated Conclusions are stated clearly with explicit reference to the data that support a conclusion Argument for conclusions well organized Importance of conclusions discussed Conclusions related to other studies and put into a context of current knowledge Clear differentiation between speculations and conclusions Final paragraph states the major finding of the study (the take home message) | <ul style="list-style-type: none"> Conclusions are stated clearly with explicit reference to the data that support a conclusion Argument for conclusions is generally well organized Importance of conclusions discussed Conclusions related to other studies and put into a context of current knowledge Final paragraph states the major finding of the study (the take home message) | <ul style="list-style-type: none"> Conclusions are stated clearly with reference to the data that support a conclusion Argument for the conclusions can be understood but difficult to follow Final paragraph states the major finding of the study (the take home message) | <ul style="list-style-type: none"> Conclusions are stated but without enough reference to the results that support it. Lacking several of the characters of a good discussion |
| References / Citations 5 points | <ul style="list-style-type: none"> All cited sources present No references not cited in the body present In the required format References all highly relevant | <ul style="list-style-type: none"> All cited sources present In required format References relevant and appropriate | <ul style="list-style-type: none"> Most cited sources present Generally, in required format References relevant and appropriate | <ul style="list-style-type: none"> Many sources absent Inappropriate format References not most relevant/appropriate to study |

| Components | Outstanding | Good | Average | Below Average |
|---|---|---|---|--|
| Grammar and mechanics 4 points | <ul style="list-style-type: none"> • Paragraphs well organized • Sections with logical organization of paragraphs (especially introduction, results and conclusions) • Few grammatical errors, typos and misspellings • Appropriate word selection • Correct use of scientific terms | <ul style="list-style-type: none"> • Most paragraphs well organized • Sections with logical organization of paragraphs (especially introduction, results and conclusions) • Several grammatical errors, typos, and misspelling may be present • Some inappropriate word usage errors (effect vs. affect) • Some misuse of scientific terms | <ul style="list-style-type: none"> • Many paragraphs well organized • Several grammatical errors, typos, and misspelling may be present | <ul style="list-style-type: none"> • Paper lacks well organized paragraphs • Sections do not contain information presented in a logical order • Many grammatical errors • Many inappropriate word usage errors (e.g., effect vs. affect) • Many misuses of scientific terms |
| Format 4 points | <ul style="list-style-type: none"> • All components in the appropriate format • Author name displayed • Latin scientific name italicized with genus capitalized and species in lower case • Paper stapled | <ul style="list-style-type: none"> • Most components of the required format followed • Author name displayed • Paper stapled | <ul style="list-style-type: none"> • An attempt made to follow required format • Author name displayed • Paper stapled | <ul style="list-style-type: none"> • No evidence of required format or • Author name missing • Latin scientific name not italicized • Paper not stapled |
| Overall Evaluation | 45-50 points | 40-44 points | 35-39 points | 0-34 points |

Rubric for Professional Poster

Summary of Poster Presentation Grades Given by Faculty.

| Criteria | A | B | C | D | F |
|----------|------------|-----------|-----------|-----------|-----------|
| Scoring | 9.0 - 10.0 | 8.0 – 8.9 | 7.0 – 7.9 | 6.0 – 6.9 | 0.0 – 5.9 |

| Category | The below information needs to be included to receive all ten points in the category. Missing or incomplete portions may result in fractional points. | Please include any critiques and suggestions that will be helpful for directing student improvement. |
|---|---|--|
| Organization pts _____ | Logical flow to poster: Title Introduction Proposed Methods Preliminary Data/Results (if any) Expected Conclusions Acknowledgements References | Comments: |
| Background pts _____ | 1. Review of important literature 2. Rationale 3. Central question that will be examined 4. Can answer questions | Comments: |
| Methods pts _____ | 1. Briefly explain the techniques used or will be used 2. Briefly explain protocols for experiments that were/will be used (Only enough info needs to be shown as to allow readers to follow) | Comments: |
| Conclusions pts _____ | 1. Summary of results (if any) 2. Future directions or predictions for future outcomes | Comments: |
| Poster Presentation pts _____ | 1. Graphs/Tables/pictures clearly explained and presented 2. Graphs have appropriate labels/titles 3. Figures have descriptive captions, tables have descriptive labels | Comments: |
| Poster Style pts _____ | 1. Spelling/grammar 2. Appropriate labeling 3. Appropriate amount and size of text on poster 4. Contrast and color/size of poster 5. Professional appearance of poster | |
| Presentation Style pts _____ | 1. Eye contact while presenting 2. Refrain from reading poster directly 3. Professional attire | Comments: |

Total Points Given _____

Rubric Evidence-Based Practice Presentation

| Category | Scoring Criteria | Total Points | Score |
|-------------------------------------|--|--------------|-------|
| Organization (15 points) | Used 5 articles, 2 websites and 3 books | 5 | |
| | Presented a thorough and organized audio/visual presentation and handout/fact sheet. | 5 | |
| | Presentation followed a logical sequence, used transitions and provided a summary at the end. | 5 | |
| Content (45 points) | Introduction is attention-getting, stated general and speech-language characteristics of the disorder. | 5 | |
| | Technical terms are well-defined in language appropriate for the target audience. | 5 | |
| | Discussed the possible etiologies clearly. | 10 | |
| | Described how to assess the disorder overall and speech-language characteristics of the disorder. | 10 | |
| | The references were relevant and salient (within the last ten years). | 10 | |
| | Describe appropriate and evidence-based practices for intervention approach | 5 | |
| Presentation (40 points) | Speaker maintains good eye contact with the audience and was appropriately animated (e.g., gestures, moving around, etc.). | 5 | |
| | Speaker used a clear, audible voice. | 5 | |
| | Delivery was poised, controlled, and smooth. | 5 | |
| | Good language skills and pronunciation are used. | 5 | |
| | Visual aids were well prepared, informative, effective, and not distracting. | 5 | |
| | Length of presentation was within the assigned time limits. | 5 | |
| | Information was well communicated. | 10 | |
| Score | Total Points | 100 | |



Stony Brook Southampton

School of Health Professions

Speech-Language Pathology Master's Program

Completion of Summative Assessments for the Program

Student Name: _____

Capstone Project Date Completed and Grade: _____

Clinical Portfolio Completed (Yes/No): _____

Clinical Presentation Completed (Yes/No): _____

Student's name and Signature

Director of Clinical Education Name and Signature

Chair of the Program's Signature



School of Health Professions

Master's Program in Speech-Language Pathology

Graduation Requirements

1. A minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. The semester hours include undergraduate and graduate coursework.
2. Complete a program of study with a minimum of a 3.0 GPA out of 4.0 GPA (a minimum of 75 semester credit hours overall, including at least 63 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes (see student learning outcomes). The applicant must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, or thesis/dissertation. The minimum of 36 hours of course work at the graduate level must be in speech-language pathology.
3. Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.
4. Completion of graduate capstone project and clinical portfolio.
5. Complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.
6. 325 of the 400 clock hours must be completed during graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
7. Completed application for graduation one semester before the completion of the program requirements.
8. Completed KASA Form for clinical and program coursework.
9. Applicants for certification in speech-language pathology must also successfully complete the Praxis examination in speech-language pathology that is administered by the Educational Testing Service (ETS).



Stony Brook Southampton

School of Health Professions
Master's Program in Speech-Language Pathology
Checklist for Graduation

- _____1. A minimum of 63 graduate semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of speech- language pathology (or 73 credits for TSSLD, 85 credits for BEE) (CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b)
- _____2. Completion of graduate capstone project, clinical presentation, and clinical portfolio. (CAA Standards 3.1.1B and 3.1.6B)
- _____3. Completion of a minimum of 400 clock hours (all required clinicals) of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact (CFCC Standard IV-C).
- _____4. 325 of the 400 clock hours must be completed during graduate study in a program in candidacy in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CFCC Standard IV-D).
(CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b)
- _____5. Completed application for graduation filed one semester before the completion of the program requirements.
- _____6. Completed KASA with academic and clinical outcomes.
(CAA Standards 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B and 3.1.6b)
- _____7. Graduate GPA of 3.0 or higher on a 4.0 scale.



Speech-Language Pathology Master's Program

Tests/Materials Checkout Request

[illegible]

Speech-Language Pathology Graduate Handbook

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