

Introduction

Welcome to Clinical Practicum!

What is the mission of the Tennessee State University Department of Speech Pathology and Audiology?
What is the Mission of the [Harold R. Mitchell Speech & Language Clinic](#)?

This handbook is intended to provide information you will need as you progress through your clinical experiences, some of which will be at the Harold R. Mitchell Speech and Language Clinic.

The Department of Speech Pathology and Audiology at Tennessee State University is committed to providing a comprehensive program of academic and clinical instruction across the life span, leading to an applied knowledge of the complex processes underlying human communication. The faculty and staff are dedicated to providing a strong educational environment that facilitates the acquisition of knowledge and skills, encourages intellectual curiosity, and promotes responsible ethical behavior. The curriculum, consistent with the stated missions of both the University, and the College of Health Sciences, is professionally based, preparing its graduates to provide the highest quality assessment and treatment of communication disorders.

Mission Statement

The mission of the Tennessee State University, Harold R. Mitchell Speech and Language Clinic is to provide clinical teaching and clinical practicum opportunities for students enrolled in the clinical training program in accordance with the mission of the Department of Speech Pathology and Audiology and to provide high quality diagnostic and treatment services to persons with speech, language, and/or hearing problems in accordance with federal and state regulations and the guidelines mandated by the American Speech-Language Hearing Association (ASHA).

Diagnostic and treatment services are provided at Harold R. Mitchell Speech and Language Clinic by student clinicians under the supervision of experienced, licensed and certified clinical instructors. Supervision is carried out in accordance with the guidelines mandated by the ASHA 2020 Standards.

Accreditation Statement

The master's degree program in Speech-Language Pathology at Tennessee State University is accredited by ASHA through the Council on Academic Accreditation (CAA).

Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
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&
Harold R. Mitchell Speech and Language Clinic**

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Guiding Principles

What guides the decision-making in the Department of Speech Pathology and Audiology at TSU?

ASHA Certification Standards

The [ASHA Certification Standards](#) outline the knowledge and clinical skills required for entry-level practice in speech-language pathology. These standards serve as the foundation for academic and clinical training and are used to guide competency development throughout the graduate program. Student clinicians are expected to work toward mastery of these standards as they prepare for ASHA certification upon graduation.

Code of Ethics

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

Scope of Practice

The [scope of practice documents](#) are an official policy of the American Speech Language-Hearing Association defining the breadth of practice within the profession of speech-language pathology.

Clinical Practicum Program

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

The Clinical Practicum Program at Tennessee State University is designed to ensure that all student clinicians meet the minimum requirements for certification set forth by the American Speech-Language-Hearing Association (ASHA).

- Students are required to accumulate a minimum of 400 clinical clock hours, which includes:
 - 25 hours of clinical observation (completed prior to direct client interaction)
 - 375 hours of supervised clinical practicum experience
 - At least 325 of these hours must be earned at the graduate level. All clinical experiences must be supervised by an ASHA-certified speech-language pathologist (SLP) and documented in CALIPSO, the department's official tracking platform.

Customized Clinical Experiences

In addition to meeting ASHA's certification standards, students may be required to complete additional clinical experiences to fulfill specific state licensure or educational credentialing requirements. The clinical education faculty may tailor assignments to support individual student needs, interests, or professional goals.

Required Areas of Clinical Experience

According to ASHA standards, students must demonstrate competence in the following nine disorder areas, across the lifespan (pediatric, adult, and geriatric populations), in both evaluation and treatment:

- Articulation
 - Speech sound production
- Fluency
 - Stuttering, cluttering
- Voice and Resonance
 - Disorders including respiration, phonation
- Receptive and Expressive Language
 - Phonology, morphology, syntax, semantics, pragmatics in speaking, listening, reading, writing, and manual modalities
- Hearing
 - Impact on speech and language development
- Swallowing
 - Oral, pharyngeal, esophageal phases; orofacial myofunctional disorders
- Cognitive Aspects of Communication
 - Attention, memory, problem-solving, sequencing, executive functioning
- Social Aspects of Communication
 - Challenging behaviors, ineffective social skills, limited communication opportunities
- Communication Modalities
 - Oral, manual, augmentative and alternative communication (AAC), and assistive technologies

Summary of Clinical Hour Requirements

- Clinical Observation (pre-practicum)
 - 25 hours
- Supervised Clinical Practicum
 - 375 hours
- Total Required by ASHA
 - 400 hours
- Graduate-Level Requirement
 - Minimum of 325 practicum hours must be completed while enrolled in a graduate program

Graduate Clinical Practicum Courses

What clinical practicum courses must students have at the graduate level in order to obtain the M.S. degree in Speech and Hearing Sciences?

- SPTH 5510 (A-F) Advanced Clinical Practicum: Speech-Language (1-6)
 - Clinical opportunities in the diagnosis evaluation, remediation, management, and counseling of persons with speech-language impairments. All clinical practica are under the supervision of ASHA certified personnel. A required course offered each semester or summer session in residence and that is repeatable (a thru f) up to 6 semester hours. Below is a list of clinical practica and their associated topics.
 - Clinical Practicum A: The Clinical Process and Foundations
 - Clinical Practicum B: Intervention Models and Techniques
 - Clinical Practicum C: Counseling in Communication Sciences and Disorders
 - Clinical Practicum D: Clinical Grand Rounds
 - Clinical Practicum E: Professional Issues and Ethics
 - Clinical Practicum F: Special Topics

Course Descriptions

- A. The clinical process & foundations topics
 - Clinical documentation (SOAP notes, diagnostic reports, etc.)
 - Goal-setting and session planning
 - Data collection and progress monitoring
 - Evidence-based practice and clinical decision-making
- B. Intervention models & techniques topics
 - Application of evidence-based therapeutic approaches
 - Selecting and adapting treatment methodologies for diverse populations
 - Intervention strategies across lifespan (pediatrics to geriatrics)
 - Integrating technology and alternative modalities into treatment sessions
- C. Counseling topics
 - Fundamentals of client and family counseling
 - Empathy, active listening, and effective communication styles/strategies
 - Handling difficult conversations and delivering feedback
 - Managing client/caregiver expectations, motivation, and emotions
- D. Clinical grand rounds topics
 - Medical & school SLP focus—bullet point descriptions TBD
- E. Professional issues & ethics topics
 - ASHA Code of Ethics and ethical decision-making
 - Scope of practice and roles/responsibilities
 - Cultural competence and inclusivity in clinical practice
 - Professionalism, licensure and certification
- SPTH 5710 Advanced Clinical Practicum: Audiology (1-6)
 - Practical experience in the management of the hearing impaired population. Includes case history, report writing, diagnostic procedures, aural rehabilitation and counseling.

Obtaining and Documenting Clinical Clock Hours

What are ASHA's current standards for earning clinical clock hours in Speech-Language Pathology?

To meet ASHA certification requirements in Speech-Language Pathology, students must complete a minimum of 400 clinical clock hours, which includes:

- 25 hours of guided observation
- 375 hours of direct client/patient contact in assessment, treatment, and/or counseling

These experiences must fall within the scope of practice of speech-language pathology and be supervised by an ASHA-certified professional (CCC-SLP or CCC-A).

Guided Observation

- Observation hours typically precede direct clinical contact and must involve observation of services within the scope of SLP practice.
- Observation may be completed via live or recorded sessions.
- Supervision can occur in real time or through subsequent review of the student's written observation notes, with appropriate supervisor approval.

Criteria for Earnable Clinical Clock Hours

- To be eligible for certification and licensure, only direct contact with the client or the client's family in the following areas may be counted:
 - Assessment (e.g., diagnostic testing, screenings)
 - Intervention (therapy sessions)
 - Counseling or caregiver training directly related to evaluation or treatment
 - Examples of acceptable activities include:
 - Delivering therapy or administering diagnostics
 - Recording data during a session
 - Educating clients or families about home programs or care strategies related to intervention
- Shared Sessions and Team-Based Credit
 - Typically, only one student may receive credit for a given client interaction. However, in certain team-based sessions:
 - Multiple students may receive credit if each is actively providing a distinct clinical service (e.g., one conducting a diagnostic, another conducting an interview).
 - Students may only claim credit for time actively spent providing service, not time spent observing or shadowing.
- Activities That Do Not Qualify for Clock Hours
 - The following activities may not be counted toward clinical hour requirements:
 - Session planning and report writing
 - Learning to administer a test or procedure (without client involvement)
 - Passive observation without interaction
 - Staffings, IEP/IFSP/504 meetings, or consultations without direct client/family involvement
 - Time spent in conference with supervisors (unless providing/receiving feedback during an active session)

Supervision Requirements

- All clinical practicum hours must be supervised by a professional who:
 - Holds the Certificate of Clinical Competence (CCC) in the relevant area (SLP or Audiology)
 - Holds license from the Tennessee Department of Health, Board of Communication Disorders
 - For DE students: Holds license from state that student and supervisor are located
 - Provides real-time supervision for a minimum of 25% of the student's total contact with each client
 - Delivers direct observation, constructive feedback, and ongoing clinical guidance
 - Supervision requirements may be increased based on a student's experience level or the complexity of the client's needs.

- When in doubt about whether an activity qualifies as eligible, consult the Coordinator of Clinical Education or the Externship Coordinator.
- **Who Can Supervise What?**
 - Supervisors with CCC-SLP May Oversee:
 - Speech-language evaluations and treatment
 - Aural habilitation and rehabilitation
 - Audiologic screenings for referral (e.g., pure-tone, tympanometry)
 - Management of auditory processing disorders
 - Communication counseling and home program training
 - Supervisors with CCC-A May Oversee:
 - Audiologic evaluation and intervention
 - Central auditory processing disorder management
 - Amplification (hearing aid selection and management)
 - Speech/language screenings for initial identification and referral
 - Aural habilitation and rehabilitation

Tracking Your Clinical Clock Hours

How do I keep track of my clinical hours?

- All clinical clock hours must now be documented and verified electronically through CALIPSO. Students are responsible for logging their hours promptly and ensuring that their clinical supervisors approve them in a timely manner—ideally within the same week the hours are earned. Supervisor initials are not accepted in lieu of formal electronic approval in CALIPSO.
 - Although paper logs (such as the Weekly Clinical Hour Log) may still be used for personal reference or as a backup, the official record of clinical hours is maintained in CALIPSO. Students should ensure that any discrepancies between paper and electronic logs are resolved with their supervisor immediately.
- At the end of each term, the clinical education team will review all hours recorded in CALIPSO to ensure accuracy and completeness. Students are encouraged to review their CALIPSO entries regularly and address any errors or missing approvals prior to the end of the semester.
- Important: Inaccurate or incomplete documentation may delay or jeopardize your ability to receive credit for clinical experiences. Students who do not complete the required number of hours, or whose hours are not distributed appropriately across required disorder areas and age groups, will not receive departmental endorsement for ASHA certification or state licensure.

Reporting Undergraduate Clinical Hours (Graduate Students)

- If you completed clinical hours (observation or practicum) during an undergraduate program, you must provide written verification of those hours to the Coordinator of Clinical Education immediately upon entering the graduate program.
 - Documentation must include:
 - Supervisor's signature(s)
 - ASHA certification number(s)
 - Official observation or clinical log
- Once verified, the Coordinator will approve eligible hours within CALIPSO. In accordance with ASHA and departmental policy, students may apply up to 50 documented undergraduate hours (combined observation and supervised practicum) toward the 400 required hours for certification.

Clinical Practicum Assignments

How are practicum assignments made, and what should I expect?

- Clinical practicum assignments are made by clinical and academic faculty based on:

- Academic performance and completed coursework
- Demonstrated clinical competencies
- Prior clinical experiences
- Student self-assessment and readiness
- Certification and licensure requirements
- Client and supervisor availability
- To receive a practicum assignment, students must be enrolled in the appropriate clinical course(s) and in good academic standing. Students on academic probation or suspension are not eligible for assignments.

Clinic Assignments Are a Priority

- Assignments are not optional and must take priority over employment and personal schedules.
- Students must be available during clinic operating hours
- Any request to modify a clinical assignment must be approved by the Coordinator of Clinical Education or the Coordinator of Externships

Types of Clinical Experiences May Include:

- Individual or group therapy
- Diagnostic assessments
- Speech-language-hearing screenings
- Audiologic screenings (within SLP scope)
- Client/family counseling
- Aural rehabilitation
- Off-campus externships
- Telepractice sessions, using secure, HIPAA-compliant platforms, when appropriate and approved by clinical faculty

Off-Campus Externship Placements

What do I need to know about externships?

After successful completion of initial on-campus clinical training, graduate students may be eligible for assignment to part-time or full-time off-campus externship sites. These placements are designed to provide advanced clinical experience with a broader range of populations and service delivery settings beyond the TSU clinic.

- Eligibility Requirements
 - To be considered for an externship placement, students must:
 - Complete two full semesters of on-campus graduate clinical practicum
 - Accumulate a minimum of 50 supervised graduate-level clinical clock hours
 - Maintain a 3.0 GPA or higher
 - Earn consistent ratings of 3 (Capable) or better on clinical evaluations in CALIPSO
 - Receive a positive recommendation from TSU clinical faculty

Externship eligibility is determined by the clinical faculty and subject to site availability and student readiness. Students are expected to demonstrate clinical independence, professionalism, and ethical behavior prior to placement. All placements must be approved by the Coordinator of Clinical Education and/or the Coordinator of Externships.

Externship Assignment Process

Only the Coordinator of Clinical Externships may contact affiliate sites to arrange placements. Students are not permitted to initiate contact with potential externship sites.

- Students will be scheduled based on:
 - The preferred days/times requested by the site
 - The student's open times outside of academic courses

Clinical Hours and Documentation

To meet ASHA 2020 Certification Standards, each student must complete:

- 400 total clinical clock hours, including:
 - 375 hours of direct client/patient contact
 - 25 hours of guided observation
 - 50 hours minimum per externship site
- Hours must reflect:
 - Supervision by professionals holding the ASHA Certificate of Clinical Competence (CCC)
 - Supervision by professionals holding appropriate state licensure
 - Experience across the lifespan and with various populations and disorders
 - At least 25% real-time supervision per client, with ongoing feedback
- Students are responsible for:
 - Logging all clinical clock hours in CALIPSO on a weekly basis
 - Recording time in increments of 0.25 hours (15 minutes) or greater
 - Only reporting direct clinical services (diagnostics, intervention, counseling, etc.)
 - Excluding prep, documentation, and staffing from clock hour totals
- Each week, clinical supervisors must verify and sign off on the student's hours.

Communication and Support

Students will be notified of externship placements via TSU email. Questions or concerns about assignments should be directed to the Clinical Externship Coordinator.

Development of Clinical Competencies

What do I need to know about developing clinical competencies?

ASHA Certification Standards and Clinical Competencies

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), a part of the American Speech-Language-Hearing Association (ASHA), established the current standards for certification in Speech-Language Pathology, which became effective January 1, 2020.

These standards emphasize the development and demonstration of specific clinical competencies and skills outcomes across a broad range of practice areas and client populations. These competencies are observed, taught, and assessed by your clinical instructors and supervisors throughout the graduate program.

At Tennessee State University's Harold R. Mitchell Speech and Language Clinic, these standards are used to guide both formative (ongoing) and summative (end-of-term) clinical assessments. The competencies align directly with the Student Self-Appraisal and the Student Clinical Competency Evaluation Form, both of which are completed each semester and maintained within CALIPSO, our electronic system for clinical documentation and performance tracking.

Students are expected to demonstrate increasing independence in these areas as they progress through the clinical education sequence. Competency ratings and feedback are used to monitor growth and ensure readiness for independent practice upon graduation.

Speech-Language Pathology Clinical Competencies

Evaluation Skills
1. Conducts screening and prevention procedures, including prevention activities (CFCC V-B, 1a)
2. Demonstrates current knowledge of the principles and methods of prevention and assessment, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (CFCC IV-D)
3. Collects case history information and integrates information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals (CFCC V-B, 1b)
4. Selects appropriate evaluation procedures (CFCC V-B, 1c)
5. Administers non-standardized and standardized tests correctly (CFCC V-B, 1c)
6. Adapts evaluation procedures to meet the needs of individuals receiving services (CFCC V-B, 1d)
7. Demonstrates knowledge of communication and swallowing disorders and differences (CFCC IV-C)
8. Interprets, integrates, and synthesizes all information to develop diagnoses (CFCC V-B, 1e)
9. Interprets, integrates, and synthesizes all information to make appropriate recommendations for intervention (CFCC V-B, 1e)
10. Completes administrative and reporting functions necessary to support evaluation (CFCC V-B, 1f)
11. Refers clients/patients for appropriate services (CFCC V-B, 1g)
Treatment Skills
1. Develops setting-appropriate intervention plans with measurable and achievable goals that meets client/patient needs, demonstrating knowledge of the principles of intervention and including consideration of anatomical/physiological, developmental, and linguistic cultural correlates. Collaborates with clients/patients and relevant others in the planning process (CFCC IV-D, V-B, 2a)
2. Implements intervention plans that involve clients/patients and relevant others in the intervention process (CFCC V-B, 2b)

3. Selects or develops and uses appropriate materials and instrumentation (CFCC V-B, 2c)
4. Measures and evaluates clients'/patients' performance and progress (CFCC V-B, 2d)
5. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (CFCC V-B, 2e)
6. Completes administrative and reporting functions necessary to support intervention (CFCC V-B, 2f)
7. Identifies and refers patients for services as appropriate (CFCC V-B, 2g)
Additional Clinical Skills
1. Sequences tasks to meet objectives
2. Provides appropriate introduction/explanation of tasks
3. Uses appropriate models, prompts or cues. Allows time for patient response.
4. Demonstrates effective behavior management skills
5. Practices diversity, equity and inclusion (CAA 3.4B)
6. Addresses culture and language in service delivery that includes cultural humility, cultural responsiveness, and cultural competence (CAA 3.4B)
7. Demonstrates clinical education and supervision skills. Demonstrates a basic understanding of and receives exposure to the supervision process. (CAA 3.1.6B)
Professional Practice, Interaction and Personal Qualities
1. Demonstrates knowledge of basic human communication and swallowing processes. Demonstrates the ability to integrate information pertaining to normal and abnormal human development across the life span (CFCC IV-B; CAA 3.1.6B)
2. Demonstrates knowledge of processes used in research and integrates research principles into evidence-based clinical practice (CFCC IV-F; CAA 3.1.1B Evidenced-Based Practice)
3. Demonstrates knowledge of contemporary professional issues that affect Speech-Language Pathology (CFCC IV-G; CAA 3.1.1B)
4. Demonstrates knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (CFCC IV-H)
5. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others (CFCC V-B, 3a; CAA 3.1.1B Effective Communication Skills, CAA 3.1.6B)
6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (CFCC V-B, 3c; CAA 3.1.6B)
7. Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice (CFCC V-B, 3b; CAA 3.1.1B)
8. Demonstrates skills in oral and other forms of communication sufficient for entry into professional practice (CFCC V-A)
9. Demonstrates skills in written communication sufficient for entry into professional practice (CFCC V-A)

Clinic Orientation

What is covered during clinical orientation?

- During the first semester of clinical practicum, students will participate in a clinical orientation and formative assessment process to determine their baseline clinical skills, to set goals and discuss expectations for the term, and to review clinical procedures unique to the Tennessee State University clinics.
- Every student is required to attend an initial semester client conference with his or her assigned clinical supervisor each semester. At that time, clinical forms, expectations, and requirements will be discussed. The student will complete the Policies and Procedures for Lesson Plans, SOAP Notes and Management of Clinical Assignment form, The Core Functions, the TSU Clinical Practicum Contract form and the HIPAA/FERPA confidentiality statement are completed each semester. In addition, clinical procedures, Universal Precautions and HIPAA and FERPA guidelines will be reviewed at the initial class meeting of SPTH 5510 and 5710.

At the end of the orientation and formative assessment process, the student should be familiar with the following software, protocols and procedures unique to this work setting:

- Clinic Note
- Calipso
- **Forms used with Clients**
 - Billing form
 - Client/Family Responsibilities
 - Notice of Privacy Practices
 - Client Communication Log
 - Client File Access Log
 - Client File Audit Form
 - Semester Attendance Sheet
 - Weekly Lesson Plans
 - Treatment Plan
 - Progress Report
 - Hearing Screening Form
 - Diagnostic Evaluation Report
 - Diagnostic Evaluation Plan
- **Student Clinician Onboarding Forms**
 - HIPAA and FERPA Confidentiality Statement
 - Universal Precautions/HIPAA/FERPA Training form
 - Core Functions Form
 - Criminal Background Check
 - Formative Assessment Checklist
 - Student Self-Appraisal Form
 - Sequence of Graduate Courses Form
 - Clinician Availability Form
 - TSU Clinical Practicum Contract

Formative Assessment Completion

Clinical practicum assignments are made with consideration of the student's prior clinical experience, current and prior coursework, self-assessment and reflection, Core functions status, and demonstrated clinical skills.

Formative assessment process and documents

- Student self-appraisal rating
- Student video review
- Student needs assessment
- Student work style characteristics
- Universal Precautions
- General review of Goals/Expectations for the term
- Student appraisal form baseline/goals
- Conference Time or Team meeting
- Clinical contract o Clock Hours Forms
- ASHA Code of Ethics
- ASHA Scope of Practice
- HIPAA/FERPA Confidentiality
- Core Functions
- TSU Clinic Handbook
- Dress Code
- Due dates for documentation
- Student Absences Procedures

Students are required to provide documentation of the following: Professional Liability Insurance, Observation Hours, TB documentation and Criminal Background Check:

- Professional Liability Insurance-Each student enrolled in SPTH 5510: Speech Pathology Practicum and participating in the accumulation of clinical clock hours is required by the Department of Speech Pathology and Audiology at Tennessee State University to have current professional liability insurance provided by the Tennessee State University for each enrolled student. Students must present a receipt from the TSU Bursar's Office for payment of their fee.
- TB Documentation- A negative TB skin test within the past twelve months must be presented so that it may be kept in the student's ASHA clinical file prior to clinical assignments.
- Criminal Background Check-Students must complete a Criminal Background Check through Identogo at www.identogo.com for a criminal background check clearance using the TSU identification: ORI number, TNCC19138
- Observation Hour Documentation- Each student is also required to provide verification of 25 clock hours of ASHA-supervised clinical observation.

Expectations of Student Clinicians

What is expected of student clinicians in the Department of Speech Pathology and Audiology at TSU?

Student clinicians are expected to conduct themselves with the highest level of professionalism, ethics, and responsibility in all clinical and academic settings. This includes interactions with clients, families, supervisors, peers, faculty, and other professionals both within and outside of the University.

The following are minimum standards for professional behavior expected of all student clinicians:

- Confidentiality
 - All client information must be treated as strictly confidential in accordance with the ASHA Code of Ethics, the Health Insurance Portability and Accountability Act (HIPAA), and the Family Educational Rights and Privacy Act (FERPA).
 - Discussions about client cases must only occur within appropriate clinical and academic settings under the guidance of a clinical supervisor.
 - Client files—both physical and electronic—must be secured and never removed from designated clinic systems or spaces.
 - Students may not communicate client information via phone, email, or other channels without explicit supervisor approval.
 - Any referrals or external communications must be initiated and approved by the clinical supervisor.
- Professional Conduct and Etiquette
 - As representatives of Tennessee State University, student clinicians are expected to maintain a professional appearance and demeanor at all times.
 - Use appropriate forms of address when speaking to or about supervisors and clients (e.g., “Miss,” “Mr.,” “Mrs.,” “Dr.”).
 - Professional behavior includes courteous communication, punctuality, respectful interactions, and adherence to clinic procedures.
 - Eating is permitted only in designated areas, and students may not chew gum or use tobacco products during sessions or in clinical areas.
 - Professional language and demeanor are expected at all times, both in person and online.
- Dress Code
 - Professional attire is required during all client interactions. Clothing should be neat, clean, and appropriate for a healthcare setting.
 - Refer to the clinic’s Dress Code Policy for detailed guidance.
 - Students are required to wear their official student clinician name tag during all clinic activities.
- Criminal Background Check
 - All student clinicians must complete a criminal background check through Identigo using TSU’s ORI#.
 - Students will pay the associated fee to the TSU Bursar’s Office.
 - Results are reviewed by the Teacher Education and Student Services (TESS) Office and filed in the student’s clinical file.
 - A cleared background check is required before any clinical placement may begin.
- Professional Liability Insurance
 - All students enrolled in clinical practicum—on or off campus—must maintain professional liability insurance.
 - Proof of current coverage must be submitted and kept in the student’s clinic file.
- Medical Documentation
 - To protect the health and safety of clients and staff:

- A negative TB skin test or physician's statement confirming the absence of active tuberculosis is required.
- Students are advised to consult with their personal healthcare provider regarding recommended vaccinations and to review University health policies in the TSU Student Handbook or University Catalog.

GENERAL CLINICAL PROCEDURES

What do I need to know about general clinic procedures?

- Clinical Assignments
 - Clinical assignments are determined by the clinical faculty and based on each student's training needs, academic progress, and demonstrated clinical competence. Notification of clinical assignments is sent via TSU email. Room assignments and scheduled times may not be altered without permission from the supervising Clinical Educator.
- Therapy Session Protocol
 - Arrive at least 15 minutes before the scheduled session to prepare the room and materials.
 - Greet clients in the clinic waiting area and confirm sign-in with the clinic secretary.
 - Notify your clinical supervisor before beginning each session.
 - Pre-session explanations and post-session summaries must take place inside the therapy room, not in public spaces.
 - Students may not leave the clinic area with a client without supervisor approval.
 - Children must be supervised at all times.
- Cancellations and Absences
 - Wait 15 minutes for late clients. Consult your supervisor before ending the session.
 - Notify supervisors as soon as possible about anticipated absences.
 - Students must complete the Documentation of Student Absence form for each absence.
 - Students may not call or cancel with clients directly without supervisor approval.
 - Substitute clinicians must be arranged through your clinical supervisor.
 - Excessive absences may result in loss of client assignment and negatively affect your practicum grade.
 - In cases of illness, notify the clinic secretary and supervisor by 8:30 a.m.
 - Clients are encouraged to give 24 hours' notice if canceling.
- Inclement Weather
 - Clinic supervisors or the secretary will notify students and families about therapy status. Updates will also be posted in Clinic Note.
- Required Conferences and Meetings
 - Initial Formative Assessment Conference (first semester only)
 - Semester Client Conference (each semester): Review forms and expectations.
 - Small/Large Team Meetings: Scheduled each semester; and may cover topics such as:
 - EBP strategies
 - Professional writing
 - Screening prep
 - Guest speakers
 - Technology updates
- Student-Supervisor Conferences
 - Students enrolled in SPTH 5510 must schedule regular meetings with their supervisor to discuss case progress. Required documents include:
 - Diagnostic/Treatment Plan/Progress Report
 - Attendance Sheets
 - Case Summaries

- Lesson Plans
- SOAP Notes
- Data Sheets
- Confidentiality and Client Files
- Client records, working folders, and diagnostic materials must never leave the TSU clinic. Confidentiality must be maintained at all times.
- Required Therapeutic Documentation
 - Treatment Plans: Must be approved by the supervisor before implementation.
 - Progress Reports: Required at the end of each semester.
 - Initial Treatment Plans: For advanced students, due at least 2 days before sessions.
 - Lesson Plans: Must include behavioral objectives, EBP references, and materials. Due the Thursday or Friday before the session week.
 - SOAP Notes: Submit the day after the session. Supervisor signs before notes are filed.
- SLP Diagnostic Testing Materials
 - Location:
 - Speech Materials Room categorized by disorder area and alphabetized.
 - Scoring Forms:
 - Extra forms are stored in the monitoring room cabinet.
 - Sign-Out Procedure:
 - Sign up on the designated log. Tests must remain on-site. Non-compliance will be reported.
 - Tympanometers and audiometers must be checked out through your supervisor.
- Therapy Materials
 - Speech Materials Room:
 - Includes games, toys, therapy manuals, and resource kits. All items must be signed out and returned promptly
 - Supervisors:
 - May share personal therapy materials. Return as directed.
 - Student Work Room:
 - Students may bring and store personal therapy items. Sharing is encouraged; be respectful and return items promptly.

Telepractice Protocol

What do I need to know about providing services through telepractice?

- The Harold R. Mitchell Speech and Language Clinic provides teletherapy services in accordance with ASHA guidelines and state regulations. Telepractice is a mode of delivering speech-language pathology services at a distance using technology.
 - Student clinicians may be assigned to provide teletherapy sessions as part of their clinical practicum experience. These sessions:
 - Must be conducted in the clinic, through a secure, HIPAA-compliant video conferencing platform approved by the clinic.
 - Will be supervised in real-time in accordance with ASHA supervision standards
 - Require the same documentation and professional conduct as in-person sessions
 - May include evaluation, intervention, consultation, or counseling services
 - All telepractice assignments must be approved by the clinical supervisor. Student clinicians are expected to follow all guidelines for client confidentiality, informed consent, and technology troubleshooting.
 - Students will receive additional training in telepractice procedures during their clinic orientation or through supervisor-directed training.

Universal Precautions for Infection Control

What procedures are utilized for infection control?

All student clinicians are required to complete Universal Precautions training and pass a competency quiz as a part of SPTH 5510 prior to being assigned to clinical practicum.

In the Harold R. Mitchell Speech and Language Clinic, the following basic universal precautions for health and safety are employed.

WASH HANDS when arriving on duty for clinical practicum activities, before leaving, before and after eating, after using the restroom, between clients, before handling clean supplies, after handling dirty items, and as needed. If you are unable to leave the room to wash your hands, you may use wipes or antibacterial hand gel to clean hands. Student clinicians are responsible for cleaning the therapy rooms following each session. Cleaning supplies are located in the cabinet in the Student Work Room. Gloves, antibacterial hand gel and wipes are located in the pocket outside each therapy room door.

- Use gloves when handling blood, saliva, cerumen, and any other body fluids and/or anytime you are in contact with mucous membranes or broken skin. Wear gloves on both hands for performing oral mechanism examinations, oral motor therapy, dysphagia therapy, changing diapers, handling earmolds and cleaning surfaces or toys.
- Wear a cover if any clothing is likely to be soiled.
- Use face protection if spraying is possible.
- Wear a mask for suspect respiratory illnesses.
- Clean all surfaces with disinfectant solution after use and before use if sanitation is in question. This would include windows and doorknobs.
- Disinfect tabletops, play surfaces and toys. When using equipment with microphones, disinfect microphone, table and equipment surfaces with antibacterial wipes. Headphones should be also be disinfected using nonalcoholic wipes.
- Throw away all contaminated material including tissues, tongue blades, cups, q-tips, gloves, therapy materials etc. Put soiled diapers in a plastic bag. Tie bag and discard immediately.

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

Clinical Supervisors' Evaluation of Student Clinicians

What do I need to know about how my clinical skills are evaluated?

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language-Hearing Association (ASHA) has established certification standards for Speech-Language Pathology, effective January 1, 2020. These standards outline required clinical skills and professional competencies that must be demonstrated across a variety of client populations, settings, and disorder areas.

At the Harold R. Mitchell Speech and Language Clinic, these competencies form the foundation of the Student Clinical Competency Evaluation Form, which is used to assess your development as a student clinician. These evaluations are completed electronically through CALIPSO.

At the beginning of each semester, students meet with their assigned clinical supervisor to review the expectations. Performance is assessed in key areas, including:

- Evaluation and diagnostic skills
- Intervention planning and implementation
- Documentation and data collection
- Professionalism, counseling, and collaboration
- Students receive two formal evaluations each term:
 - A formative midterm evaluation, designed to provide feedback and identify areas for growth.
 - A summative final evaluation, which reflects overall clinical progress and competency achievement.
 - Evaluations are based on the student's level of clinical experience—beginner, intermediate, or advanced—and aligned with ASHA standards to ensure continued progression toward independent practice.

Clinical Performance Rating Scale

1. Unacceptable performance: Specific direction from supervisor does not alter unsatisfactory performance.
2. Needs Improvement in Performance / Maximum Support: The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively.
3. Moderately Acceptable Performance / Moderate Support: Inconsistently demonstrates clinical behavior/skill. Exhibits awareness of the need to monitor and adjust and make changes. Modifications are generally effective. Moderate amount of direction from supervisor needed to perform effectively.
4. Meets Performance Expectations / Minimal Support: Displays minor technical problems which do not hinder the therapeutic process. Minimum amount of direction from supervisor needed to perform effectively.
5. Exceeds Performance Expectations / Independent: Adequately and effectively implements the clinical skill/behavior. Demonstrates independent and creative problem solving.

Summary of Clinical Clock Hours-Calipso



CALIPSO
Experience Record

Tennessee State University

Cohort 2023-2025 Traditional -

	Child	Adult	Total
GUIDED OBSERVATION - Screening/Evaluation			
Speech	0:00	0:00	0:00
Language	0:40	0:00	0:40
Hearing	0:00	0:00	0:00
GUIDED OBSERVATION - Treatment			
Speech	0:00	25:00	25:00
Language	0:00	0:00	0:00
Hearing	0:00	0:00	0:00
Total Guided Observation Hours:			25:40
DIRECT CONTACT - Screening/Evaluation			
Speech sound production	8:30	5:30	14:00
Fluency and fluency disorders	4:15	0:00	4:15
Voice and resonance	0:00	4:30	4:30
Expressive/Receptive language	10:35	0:45	11:20
Hearing	6:00	6:00	12:00
Swallowing/Feeding	1:15	66:47	68:02
Cognitive aspects of communication	1:00	22:05	23:05
Social aspects of communication	1:30	4:00	5:30
Augmentative and alternative communication modalities	1:15	0:00	1:15
DIRECT CONTACT - Treatment			
Speech sound production	102:22	0:59	103:21
Fluency and fluency disorders	3:00	3:10	6:10
Voice and resonance	0:00	2:37	2:37
Expressive/Receptive language	36:11	16:02	52:13
Hearing	0:00	0:00	0:00
Swallowing/Feeding	3:15	69:00	72:15
Cognitive aspects of communication	1:00	33:43	34:43
Social aspects of communication	18:50	11:42	30:32
Augmentative and alternative communication modalities	19:20	0:00	19:20
Total Hours (Non-Observation)	218:18	246:50	465:08
Total Hours for ASHA Certification (Non-Observation)			465:08
Clock Hours Needed for ASHA Certification (Std V-C, Std V-D, Non-Observation)			0:00

Guided Observation Hours	25:40
Total Undergraduate Hours	0:00
Allowed Undergraduate Hours (max 50)	0:00
Total Graduate Level Hours	465:08
Allowed Graduate Level Hours	465:08
Graduate In-Person Hours	409:53
Total Clin. Simulation Hours	34:15
Allowed Clin. Simulation Hours (max 75)	34:15
Total Telepractice Hours (effective 1/1/2022)	21:00
Legacy Telepractice Hours (2021)	0

Total Hours Earned in Different Settings	
Inpatient Rehab Facility/Acute Rehab	176:08
School	163:18
University/Teaching Clinic	61:30
Clinical Simulation	34:15
Skilled Nursing Facility (SNF)	23:57
Community Clinic	6:00

Student Evaluation of Clinical Supervisors

What do I need to know about evaluating my supervisors?

Student feedback is essential for the continued development of clinical supervision practices within the department. Each semester, students are asked to complete an End-of-Semester Evaluation of Clinical Practicum Experience. This form provides summative feedback on clinical instruction, support, and the overall learning experience.

This form was developed collaboratively by the department, faculty, and students and is informed by the Final Report of the ASHA Ad Hoc Committee on Supervision (2013). All feedback is collected confidentially and reviewed by the Department Chair and Clinic Director to improve supervisory practices and clinical education quality.

- In addition, students complete the University's standard evaluation of instruction form for each clinical practicum course. This data is used to assess and enhance the overall learning environment.

Professional Development

What do I need to know about my future as a professional?

- Graduating from the program is only the beginning of your journey as a speech-language pathologist. Ongoing professional growth and continuing education are essential to maintaining certification, licensure, and providing high-quality care.
- **Continuing Education Requirements**
 - Most professional credentials, including the ASHA Certificate of Clinical Competence (CCC-SLP) and state licensure, require ongoing continuing education.
 - ASHA Requirements
 - ASHA requires 30 professional development hours (PDHs) every 3 years to maintain certification.
 - Continuing education can be completed through ASHA-approved sponsors, including conferences, workshops, and online offerings.
 - Independent study or self-directed learning activities may be eligible if pre-approved by ASHA.
 - More information: www.asha.org/Certification/Continuing-Education/
- **Clinical Fellowship (CF)**
 - To obtain ASHA certification, graduates must complete a Clinical Fellowship (CF) following their graduate coursework and practicum.
 - The CF is a transition period between supervised graduate training and independent professional practice.
 - It consists of 36 weeks of full-time work (35 hours/week), totaling at least 1,260 hours.
 - Part-time options are allowed as long as the fellow works more than 5 hours per week.
 - The CF must be supervised by an ASHA-certified professional (CCC-SLP) in good standing.
- The CF experience is designed to:
 - Integrate and apply theoretical knowledge in clinical practice
 - Foster independence and ethical clinical judgment
 - Refine communication, evaluation, and intervention skills
 - Promote a commitment to lifelong learning
 - To verify your CF supervisor's certification status, visit www.asha.org or contact ASHA's Action Center at (800) 498-2071.
- **State Licensure Considerations**
- Before beginning a clinical fellowship, you must also meet your state licensure requirements. These may include:

- Obtaining a provisional or temporary license
- Filing a clinical fellowship plan
- Registering with the state licensing board
- Failure to meet state requirements alongside the CF may delay your ability to practice. Visit www.asha.org for a current directory of state licensure agencies and their contact information.

Teacher Education Certification

- What do I need to know about obtaining Teacher Licensure in Speech Language Pathology?
 - Take the following course: Methods in the Schools SPTH 5250 with the Course Portfolio documenting completion of the state educational standards, philosophy of education and self-reflection.
 - Complete a public school-based practicum externship with a minimum of 50 clinical clock hours.
 - Complete all degree requirements including passing the comprehensive examination, and completion of 400 clinical clock hours of supervised practicum.
 - Applicants for educational licensure must take the Specialty Area Praxis Test and obtain a score of 162 or more on the test. This test is the same test that is required for the ASHA certification and for licensure by the state Board of Health.
 - The departmental recommendation will be sent to Tennessee State University's College of Education Office of Teacher Education and Student Services (TESS).
 - Complete the initial application form for the Professional School Service Personnel License as a School Speech Language Pathologist from the State of Tennessee Department of Education. This application form can be downloaded from the State Department of Education TN Compass website.

Organizations for Professional Growth and Development

Participation in professional organizations is strongly encouraged as part of your development as a future speech-language pathologist. These associations offer opportunities for networking, advocacy, continuing education, leadership, and staying informed about issues impacting the field.

NSSLHA


National Student Speech-Language-Hearing Association


NSSLHA is the national organization for undergraduate and graduate students interested in the study of communication sciences and disorders. Founded in 1972, it is officially recognized by the American Speech-Language-Hearing Association (ASHA).

Membership provides access to:

- National conferences and networking events
- Student leadership opportunities
- Scholarships and academic resources
- Discounted ASHA membership after graduation

Learn more: www.nsslha.org

 (800) 498-2071

 nsslha@asha.org

TAASLP

Tennessee Association of Audiologists and Speech-Language Pathologists

TAASLP serves audiologists and speech-language pathologists in Tennessee through advocacy, professional development, and community outreach. Student membership provides access to state conferences, policy updates, and networking with professionals across the state.

Learn more and join: www.taaslp.org

ASHA


American Speech-Language-Hearing Association

ASHA is the national professional, scientific, and credentialing association for speech-language pathologists, audiologists, and communication scientists.

ASHA's mission is to empower and support professionals while advocating for people with communication and swallowing disorders.

Students can become National NSSLHA members during their academic programs and transition to full ASHA membership after graduation.

Learn more: www.asha.org

 (800) 498-2071

AAA

American Academy of Audiology

AAA is the national organization for audiologists, offering resources for education, advocacy, and clinical excellence in hearing healthcare. While primarily focused on audiology, students in speech-language pathology may benefit from interdisciplinary learning and exposure to hearing-related topics.

Learn more: www.audiology.org

Harold R. Mitchell Speech and Language Clinic Procedures Manual

Clinic Procedures

Services at the Harold R. Mitchell Speech and Language Clinic

What services are offered at the Harold R. Mitchell Speech and Language Clinic?

Services Provided:

1. Speech, Language, and Hearing Screenings
 2. Speech and Language Diagnostic Evaluations
 3. Articulation Therapy
 4. Stuttering Therapy
 5. Language Therapy
 6. Voice Therapy
 7. SPEAK OUT!® Therapy Program
 8. Early Intervention
 9. Accent Modification
- Population Served:
 - Children and adults from the community and campus.
 - Hours of Operation:
 - Monday-Thursday; 9:00 a.m. to 5:00 p.m.
 - Fees:
 - \$65/semester; also can offer a sliding fee scale
 - Referral:
 - Individuals are accepted for assessment and treatment based on the service requested, availability of staff and appropriateness for clinical training and research.

Goals:

1. To provide appropriate prevention, identification, diagnosis, and treatment and/or referral services to individuals with communication disorders.
2. To provide student clinicians with a continuum of supervised experiences (e.g. observation, diagnosis, and treatment) designed to develop competence in total case management.
3. To train family members of person with communication disabilities to deal effectively with communication disorders in the home.
4. To provide consultative services and act as a resource for local professionals serving persons with communication disorders.
5. To provide information regarding the identification and prevention of communication disorders to local communities.

Section 1. Preparing Client Files

All client records are considered confidential and must be handled in accordance with HIPAA, FERPA, and the ASHA Code of Ethics. As of 2020, the clinic transitioned to using Clinic Note as the official platform for all clinical documentation. Files created prior to this transition are maintained in physical form in the Client File Room and are accessed only when necessary.

Assigning Client Numbers and File Organization

- Each new client is assigned a unique client number.
- File numbers are logged in the Client Logbook, stored in the Client File Room.
- Entries must include the client's last name, first name, date of initial visit (MM/YYYY), and whether it was a diagnostic (dx) or treatment (tx) session.

Documentation Format

- Clients seen prior to 2020 have physical files containing intake forms, documentation, and reports. These files are housed in the Client File Room and maintained according to HIPAA standards.
- Clients seen 2020 and beyond have digital records housed exclusively in Clinic Note, which serves as the official system of record for all documentation, including:
 - SOAP notes
 - Treatment plans
 - Diagnostic reports
 - Progress Reports
- Any new documentation for pre-2020 clients (if they return for services) is also entered into Clinic Note moving forward.

Physical File Folder Organization (For Pre-2020 Clients)

Legacy/Physical Files Only

Physical folders are organized in reverse chronological order with the most recent documents on top.

- Left Side:
 - Client File Access Log (signed by authorized personnel)
 - Client Intake Form
 - Consent and Release Forms (treatment, information sharing, training/research, media)
 - HIPAA Notice of Privacy Practices
 - Personal and Medical History Forms
- Middle Section:
 - Printed SOAP Notes (if applicable for backup or reference)
- Right Side:
 - Progress Reports with protocols
 - Attendance Sheets
 - Diagnostic Reports with protocols
 - External documents (e.g., IEPs, psychological reports)
- File Access and Security
 - Clinic Note is the primary platform for documenting and accessing client information for all active cases.
 - Physical files created prior to 2020 are used only when necessary and may not be removed from the clinic area.
 - Only authorized personnel may access client files (digital or physical), and all access to physical files must be logged in the Client File Access Log.
 - Records should never be left in open view or discussed in public/shared spaces.
 - All PHI must remain secure and de-identified in any instructional or shared documents.
- File Audits
 - Clinic files are audited each semester by designated staff.

Section 2. Client Intake and Assignment

Client Intake Process

The intake process for all clients begins with the completion of required documentation, which is maintained in Clinic Note for all clients served after 2020. For returning clients with pre-2020 records, new documentation is entered into Clinic Note to ensure continuity of care.

At the time of the initial appointment, the following steps are completed:

- Client Check-In

- Clients are greeted and provided with the required intake materials, including the HIPAA Notice of Privacy Practices.
- Signed consent and authorization forms are reviewed by the assigned student clinician and submitted for upload into Clinic Note.
- Required Consent and Authorization Forms
 - Authorization for Evaluation and/or Treatment
 - Consent for Release of Information
 - Consent for Student Observation, Training, and Research
 - Audio/Video and Photography Release
 - HIPAA Notice of Privacy Practices
 - Client Responsibility Agreement

These forms are reviewed with the client and/or guardian by the assigned student clinician, under supervision of the clinical educator. All consents are verified and scanned into Clinic Note.

- Review of Background Information
 - Student clinicians are responsible for reviewing the personal and medical history forms and confirming their accuracy with the client/guardian.
 - Any missing or outdated information should be updated in Clinic Note during the intake session.
- Billing
 - The Harold R. Mitchell Speech and Language Clinic accepts online payments via the following link:
https://epay.tnstate.edu/C20204_ustores/web/store_main.jsp?STOREID=21&FROMQRCODE=tru
 - The Clinic Administrator documents payments.

Client Assignment

- Client assignments are made by the clinical education faculty at the beginning of each semester. Assignments are based on:
 - Student availability and level of experience
 - Supervisor availability
 - Client needs (disorder area, age, service type)
 - Certification and licensure requirements
 - Availability of appropriate placements for practicum hours
- Each student receives an assignment notification via TSU email, and assignments are also documented in Clinic Note by the clinical education team.

Section 3. Speech-Language Diagnostic Protocol

Diagnostic procedures at the Harold R. Mitchell Speech and Language Clinic are tailored to each client based on information obtained during the intake process and through review of personal history forms and referral concerns. All diagnostic services must be documented and managed through Clinic Note, the official electronic system of record.

Developing the Diagnostic Plan

Student clinicians, under the supervision of a clinical educator, are responsible for creating an individualized diagnostic plan for each evaluation. This plan is informed by:

- Intake data and personal/medical history
- Referral information or presenting concerns
- Observation of the client's behavior, communication, and interaction during intake

All diagnostic planning should be reviewed and approved by the supervising clinical educator before the session begins.

Diagnostic Procedures

Diagnostic protocols may include, but are not limited to, the following procedures depending on client needs and presenting concerns:

- Case history interview (client/parent/caregiver)
- Hearing screening (pure-tone air conduction screening, if permitted within the scope of the SLP)
- Oral mechanism examination
- Speech sound assessment (articulation, phonological processes)
- Language assessment (receptive and expressive; syntax, semantics, morphology, pragmatics)
- Fluency evaluation
- Voice and resonance assessment
- Cognitive-communication screening or assessment
- Adult language/aphasia assessment
- Client and/or caregiver counseling
- Review of previous evaluations

All test protocols and data sheets must be uploaded into Clinic Note. Diagnostic session notes must be entered as SOAP documentation, with final diagnostic reports reviewed and signed by both the student clinician and the clinical educator.

Client and Family Communication

- After the diagnostic session:
 - Preliminary impressions may be shared with the client and/or family, as appropriate, and always with clinical educator guidance.
 - Formal diagnostic results and recommendations will be provided in a written report, completed in Clinic Note and signed by the supervisor.

All follow-up appointments and referrals must be coordinated through the clinical education team and documented accordingly.

Section 4. Speech-Language Therapy Protocol

Therapy services at the Harold R. Mitchell Speech and Language Clinic are provided by graduate student clinicians under the direct supervision of ASHA-certified clinical educators. All therapy sessions must be planned, delivered, and documented in accordance with ASHA standards, HIPAA regulations, and clinic policies. Clinic Note is used for all therapy documentation, including session notes, treatment plans, and progress reports.

Therapy Planning and Implementation

Each client must have a written treatment plan completed prior to the initiation of therapy. The treatment plan should include:

- Long-term goals and short-term objectives
- Baseline data
- Intervention strategies and procedures
- Criteria for goal mastery
- Frequency and duration of therapy sessions

All treatment plans must be submitted in Clinic Note and approved by the supervising clinical educator.

Student clinicians are expected to plan therapy sessions in advance and prepare all necessary materials before each session.

Therapy Session Guidelines

Clients are typically scheduled for two 50-minute sessions per week (e.g., Monday/Wednesday or Tuesday/Thursday), but frequency may vary based on individual needs and availability.

- Sessions may be individual or group-based, depending on client goals and clinic scheduling.
- Each session must be documented using the SOAP format in Clinic Note by the student clinician and reviewed by the clinical educator.
- Data collection and analysis should be conducted during each session to track client progress and inform ongoing treatment planning.

Treatment Duration and Discharge

Clients generally remain in therapy for the duration of the academic semester. However, a client may be discharged prior to the end of the semester if:

- All therapy goals have been met
- The client is no longer benefiting from services
- The client fails to attend scheduled sessions
- Other clinical, ethical, or administrative factors necessitate discharge

Discharge decisions must be made in consultation with the clinical educator and documented appropriately in Clinic Note. See the Client Responsibility Form for additional details regarding attendance and discharge policies.

Ongoing Communication with Clients and Caregivers

Student clinicians are expected to engage in ongoing communication with clients and/or caregivers, including:

- Sharing updates on progress
- Discussing goals and home practice strategies
- Addressing questions or concerns related to the therapy process

All communications must be professional, respectful, and documented as appropriate in Clinic Note.

Section 5. Appointment Cancellations

Timely and reliable attendance is essential for effective treatment and client progress. All cancellations—by clients, student clinicians, or clinic staff—must be handled professionally and documented appropriately in Clinic Note.

Client Cancellations

- When a client cancels or fails to attend a scheduled session, the Clinic Secretary will notify both the assigned student clinician and the supervising clinical educator.
- The student clinician is responsible for documenting the missed session as a cancellation or no-show in Clinic Note and updating the client's attendance record.
- Clients who miss multiple sessions without notice may be subject to discontinuation of services in accordance with the clinic's attendance and discharge policy (see Client Responsibility Form).

Student Clinician Absences

- Student clinicians must notify their supervising clinical educator as soon as possible if they are unable to attend a scheduled session due to illness or emergency.
- Planned absences (e.g., university-related travel, scheduled surgery) must be communicated in advance and approved by the supervising clinical educator.

Section 6. Client Follow-Up

- The Harold R. Mitchell Speech and Language Clinic is committed to continuity of care and appropriate communication with clients following diagnostic and/or treatment services. Follow-up procedures are designed to support client progress, ensure service access, and maintain clinical records in accordance with ASHA, HIPAA, and TSU standards.
- Diagnostic Follow-Up
 - Clients who complete a diagnostic evaluation and are recommended for treatment services will receive follow-up communication regarding availability and scheduling of therapy appointments.
 - If therapy is not immediately available due to caseload limits or scheduling constraints, the client will be placed on a waitlist and contacted when an opening becomes available.
 - All follow-up contacts must be documented in Clinic Note under the appropriate client record.
 - For clients not recommended for treatment, referrals or community resources may be provided when appropriate, and this information should be documented in the final diagnostic report.
- Missed Evaluations
 - Clients who fail to attend a scheduled diagnostic appointment will receive one follow-up contact (e.g., phone call or email) to offer the opportunity to reschedule.
 - If the client does not respond or declines further services, the case will be marked inactive and documented accordingly in Clinic Note.
- Client Satisfaction Surveys
 - At the end of each semester, clients receiving ongoing therapy services will be asked to complete a Client Satisfaction Survey to provide feedback on the services received.
 - Survey results are reviewed by clinic leadership to guide quality improvement efforts and support student development.

Section 7. Student Clinical Notebooks and Client Working Folders

- The Harold R. Mitchell Speech and Language Clinic requires that all official clinical documentation—including SOAP notes, lesson plans, diagnostic reports, and treatment plans—be completed and stored in Clinic Note, the clinic's secure electronic record system. However, student clinicians may maintain a non-identifiable working notebook for personal reference and planning purposes during the semester.

Student Clinical Notebooks (Optional Use)

- Student clinicians may create and maintain a personal Clinical Notebook to support their organization and preparation. This notebook may include:
 - Case staffing summaries
 - Summary of intervention to date
 - Diagnostic evaluation plans (if applicable)
 - Lesson plan drafts
 - Data sheets for in-session use
 - Supervisor feedback and conference notes
- No protected health information (PHI) may appear in the clinical notebook. Clients must be identified using initials only, and all identifying information (e.g., names, birthdates, addresses) must be excluded.
- Security and Confidentiality
 - Student notebooks and working folders must be kept in secure locations at all times and must never be left unattended in public or shared areas.
 - At the conclusion of the semester, all physical materials should be reviewed by the supervising clinical educator.

- Any notes or documentation containing sensitive or identifying information that are not entered into Clinic Note must be shredded or disposed of securely.

Section 8. Client Diagnostic and Progress Reports

All diagnostic and progress reports are official clinical documents and must be completed, reviewed, and stored using Clinic Note, the clinic's secure electronic health record system. These reports serve as part of the client's permanent record and must be written professionally, clearly, and in compliance with HIPAA privacy regulations and ASHA documentation standards.

- Diagnostic Reports
 - A diagnostic report is completed for each client who receives an evaluation at the Harold R. Mitchell Speech and Language Clinic.
 - Reports must be drafted in Clinic Note, and reviewed by the supervising clinical educator prior to finalization.
 - Final reports must include:
 - Case history summary
 - Assessment tools and procedures
 - Clinical observations
 - Interpretation of results
 - Diagnostic impressions
 - Recommendations and referrals (if applicable)
- Progress Reports
 - A progress report must be completed for each ongoing therapy client at the end of the semester, or upon discharge from services.
 - Reports must include:
 - Summary of goals targeted
 - Data supporting client progress
 - Clinical observations
 - Recommendations for continuation, modification, or discharge
 - All progress reports are completed in Clinic Note, reviewed by the clinical educator, and signed by both the student clinician and supervisor.
- Documentation Integrity and Release
 - Final signed reports are part of the client's official record and stored securely in Clinic Note.
 - Reports may only be released with written authorization from the client or the client's parent/legal guardian.
 - Copies of reports requested by external agencies (e.g., schools, physicians) must be processed through the clinic's standard records release protocol, with supervisor approval.
 - Unauthorized release or sharing of clinical documentation is a serious violation of clinic policy and federal law and may result in disciplinary action.

Section 9. Reduced Fees

The Harold R. Mitchell Speech and Language Clinic is committed to providing accessible services to all members of the community. A sliding fee scale is available for clients who demonstrate financial need.

- The Clinic Secretary is responsible for maintaining client accounts and collecting payment.
- Any questions regarding billing, payments, or reduced fees should be directed to the Clinic Secretary or the Clinic Director.

Title IX at Tennessee State University (TSU)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX of the Education Amendments of 1972 -

What is Title IX?

Title IX is a federal law that prohibits sex-based discrimination in any educational program or activity that receives federal funding. This includes protections against sexual harassment, sexual assault, dating and domestic violence, stalking, and retaliation. Title IX also ensures equal access and fair treatment in admissions, athletics, employment, academic offerings, and other university programs.

Tennessee State University (TSU), as a recipient of federal funds, is fully committed to upholding the requirements of Title IX and providing an environment free from sex-based discrimination for all students, faculty, staff, and visitors.

TSU Title IX Coordinator

Tanya Webster

Title IX Coordinator

Office of Institutional Compliance and Title IX

(615) 963-7435

twebster01@tnstate.edu

The Title IX Coordinator oversees compliance with Title IX, responds to all reports of sexual misconduct or discrimination, and ensures appropriate supportive measures and grievance procedures are in place.

To learn more, see the poster at the end of the hanbook.

What Does Title IX Cover?

- Sexual harassment and misconduct
- Sexual assault and violence
- Dating and domestic violence
- Stalking
- Gender-based discrimination
- Retaliation for participating in a Title IX process
- Protections for pregnant and parenting students

Understanding Sex Discrimination

Sex discrimination includes any unequal treatment based on sex, gender identity, or gender expression. It also includes forms of sexual violence, such as:

- Non-consensual sexual contact or intercourse
- Coercion or assault when a person is unable to consent
- Dating or domestic violence
- Stalking
- Retaliation for reporting or participating in a complaint process

9 Things to Know About Title IX at TSU

1. Title IX protects all individuals, regardless of gender identity.
2. TSU's Title IX Coordinator is Tanya Webster.
3. TSU must take immediate steps to ensure a safe, nondiscriminatory environment.
4. A formal grievance process is in place for sexual misconduct cases.
5. Victims may file complaints with the U.S. Department of Education.
6. Retaliation against anyone involved in a report is strictly prohibited.
7. Mediation is not allowed in cases of sexual violence.
8. Supportive measures (e.g., academic accommodations, counseling) are available.
9. Pregnant and parenting students are also protected under Title IX.

Reporting a Title IX Incident

If you experience or witness any form of sex discrimination or sexual misconduct, you are encouraged to report it to:

Tanya Webster

twebster01@tnstate.edu

(615) 963-7435

If there is an immediate safety concern, contact **TSU Campus Police** at (615) 963-5171.

Sexual Assault Response Team (SART)

TSU's Sexual Assault Response Team (SART) provides coordinated, trauma-informed support to students impacted by sexual violence. The team prioritizes **survivor safety** and ensures access to care, resources, and guidance through administrative or criminal processes.

SART Services Include:

- Immediate safety planning and response
- Connection to campus advocate and counseling
- Access to medical care
- Academic accommodations
- Alternative housing options

Survivors may choose to maintain confidentiality or participate in the university's administrative investigation and/or criminal process.

What to Do if You Experience Sexual Violence

Students:

If you or someone you know has been sexually assaulted:

- Call **TSU Campus Police** at (615) 963-5171
- Or contact the **Office of Institutional Compliance and Title IX** at (615) 963-7435

Reporting to SART does **not** mean criminal charges will be filed—it simply ensures that the survivor receives appropriate care and support.

Employees:

All TSU employees are **required to report** disclosures of sexual violence to the Office of Institutional Compliance and Title IX.

- Review the Sexual Assault Reporting Protocol and Incident Report Form to respond appropriately.



TITLE IX/VAWA NOTIFICATION

GENDER DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING/DOMESTIC VIOLENCE & STALKING

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Examples of the types of discrimination that are prohibited under Title IX include sexual harassment, sexual assault/sexual violence, discrimination based on pregnancy and the failure to provide equal opportunity in athletics. The Violence Against Women Act provides protections to individuals who are the target of sexual violence, domestic/dating violence, and stalking.

Complaints of violations under Title IX or VAWA may be directed to TSU's Title IX Coordinator:

Tanya Webster, Director (Title IX Coordinator)
Office of Institutional
Compliance and Title IX
3500 John Merritt Blvd.
Federick S. Humphries Bldg., Ste. 217
Nashville, Tennessee 37209
615-963-7435
www.tnstate.edu/instcompliance/

For complaints of gender equity in athletics:

Jennifer Bell (Deputy Coordinator)
Associate Athletics Director/Senior Women's Administrator
Gentry Complex, Room 318
3500 John Merritt Blvd.
Nashville, Tennessee 37209
615-963-5754
www.tsutigers.com/

Reports of sexual assault/violence may also be reported to:

Tennessee State University Police Department
3500 John Merritt Blvd.
Queen Washington Bldg., 2nd Floor
Nashville, Tennessee 37209
615-963-5171 (non-emergency)/911 emergency
www.tnstate.edu/police/

Services are also available in the TSU Counseling Center for individuals seeking assistance with personal decision making intra/interpersonal relationships, social relations, and crisis issues. The Counseling Center may be contacted at the address or phone number below:

Main Campus
Student Campus Center, Suite 306
615-963-5611
www.tnstate.edu/counseling/

Resources

- Interprofessional Education Collaborative (IPEC)
 - <https://www.ipeccollaborative.org/core-competencies>
 - https://www.ipeccollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf
- Coding
 - CPT Codes
 - https://www.asha.org/practice/reimbursement/coding/slpcpt/?srsltid=AfmBOoqmidh3HGpk2IKn4PlaD_p3Yhk9aDIBZSWDM2m2-jJr536petwH
 - ICD 10 Codes
 - <https://www.asha.org/practice/reimbursement/coding/icd-10/>
 - <https://www.asha.org/practice/reimbursement/coding/new-and-revised-icd-10-cm-codes-for-slp/>

Appendix

See link for forms: [Onboarding Homepage](#)

- **Forms used with Clients**
 - Billing form
 - Client/Family Responsibilities
 - Notice of Privacy Practices
 - Client Communication Log
 - Client File Access Log
 - Client File Audit Form
 - Semester Attendance Sheet
 - Weekly Lesson Plans
 - Treatment Plan
 - Progress Report
 - Hearing Screening Form
 - Diagnostic Evaluation Report
 - Diagnostic Evaluation Plan
- **Student Clinician Onboarding Forms**
 - HIPAA and FERPA Confidentiality Statement
 - Universal Precautions/HIPAA/FERPA Training form
 - Core Functions Form
 - Criminal Background Check
 - Formative Assessment Checklist
 - Student Self-Appraisal Form
 - Sequence of Graduate Courses Form
 - Clinician Availability Form
 - TSU Clinical Practicum Contract
- **Evaluation Forms**
 - Student Evaluation of Clinical Experience
- **Supervision Forms**
 - Initial Client Conference Checklist
 - Supervisory Log for Diagnostics
 - Supervisory Log for Conferences – Weekly Conference Agenda
 - Supervisory Log for Therapy
- **Logistical Forms**
 - Student Clinician Absence from Clinical Assignment
- **Externship Forms**
 - Off Site Clinical Educator Agreement
 - TSU Off-Campus Clinical Practicum Rules and Chain-of-Command