



**LARAMIE COUNTY  
COMMUNITY COLLEGE**

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*SLPA Program*

**POLICIES & PROCEDURES FOR THE  
ONLINE SPEECH-LANGUAGE PATHOLOGY  
ASSISTANT PROGRAM**

**Student Handbook**

**2023-2024**

## Table of Contents

Acceptance of Policy Guidelines	
Consent & Release Media Form	
College Information	
Contact Information	1
Welcome	2
College Mission Statement & College Vision Statement	3
College Values & History	4
SLPA Program Information	
SLPA Program Description	5
SLPA Post Baccalaureate Bridge Credit Diploma Description	5
SLPA Program Mission Statement	5
SLPA Program Value Statements	6
SLPA Program Goals	6
SLPA Program Outcomes	6
Admission Policies	
SLPA Program Prerequisites	7
SLPA Post Baccalaureate Bridge Credit Diploma Requirements	7
Criminal Background Check	8
Course Sequencing - 4 semesters/2 years	9
Course Sequencing - Post Baccalaureate Bridge Credit Diploma	10
Readmission to the program	11
Auditing	11
Financial Aid & Scholarships	12
Program & Curriculum Information	
SLPA Code of Conduct	13
Class Attendance Policy	13
Student Information Changes	13
Web Conferencing/Classroom Expectations	13
Netiquette	14
Photography/Videotaping	15
Grading System	15
Student Rights & Responsibilities	15
College Writing Expectations	16
Lockdown Browser/Respondus Monitor	16
Late Assignments	17
System for Student Success - tutoring	17
Library	18
Observation Courses	
Observation Requirements	19
Observation's Professional Etiquette	19
Disability Accommodations	20
Grounds for Probation, Suspension, and Dismissal	
Academic Remediation	20
Dismissal and Suspension Guidelines	20
Academic Integrity	21

Due Process and Grievance Procedures	
Informal Grievances	22
Formal Grievances	22
Academic Appeals	23
SLPA Internship	
Placement of Students at Internship Sites	26
Educational Affiliation Agreements	26
Internship Time Requirements	26
Internship Supervisor Credential Requirements	27
SLPA Competencies	27
Confidentiality	27
Dress Code	28
Attendance	28
Documenting Attendance	28
Cell Phone Use Policy	29
Professional Conduct & Internship Expectations	29
Safe Practice Guidelines & Aggressive Behavior	29
Guidelines for Determining Unsafe Clinical Practice	30
Site Visit	30
Internship Forms/Documentation	31
Unsatisfactory Internship Performance Contract	32
Appendix	
Appendix A - ASHA Assistants Code of Conduct	33
Appendix B - ASHA SLPA Exam Blueprint	40
Appendix C - SLPA Internship Forms	44
SLPA Competencies (Midterm & Final Evaluations)	45
Internship Treatment Competency Skills Assessment	48
SLPA Internship Direct Treatment Log	49
SLPA Internship Direct Treatment Log Sample	50
SLPA Internship Direct Treatment Categories	51
SLPA Internship Time Card - clock in/clock out	52
SLPA Student Confidentiality Internship Statement	53
Appendix D - Technical Standards	54
Appendix E - Unsatisfactory Performance Contract	57
Appendix F - Observation Forms & Trajecsys Observation Directions	59
Appendix G - ASHA - SLPA Scope of Practice	67

## ACCEPTANCE OF POLICY GUIDELINES

I have thoroughly read the policy guidelines for the SLPA Program at Laramie County Community College. I understand my responsibilities concerning the program. I will comply with the guidelines in this handbook to the best of my ability.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and submit this acceptance form into the Acceptance of Policy Guidelines Submission folder found within the SLPA Orientation Course Module.

Student Handbook of Policies and Procedures  
**LARAMIE COUNTY COMMUNITY COLLEGE**  
**HEALTH SCIENCES & WELLNESS SCHOOL**  
**SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM**

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*Laramie County Community College is committed to providing a safe and nondiscriminatory educational and employment environment. The college does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, sexual orientation or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The college does not discriminate on the basis of sex in its educational, extracurricular, athletic or other programs or in the context of employment.*

*The college has a designated person to monitor compliance and to answer any questions regarding the college's nondiscrimination policies. Please contact: Title IX and ADA Coordinator, Suite 205, Clay Pathfinder Building, Cheyenne, WY 82007, 307.778.1217, [TitleIX\\_ADA.Coordinator@lccc.wy.edu](mailto:TitleIX_ADA.Coordinator@lccc.wy.edu). Contact information for the regional Office for Civil Rights is: Office for Civil Rights, Denver Office, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, 303.844.5695, [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov).*

*In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Laramie County Community College does not discriminate against students with disabilities. Efforts are made to arrange effective, reasonable accommodations for any qualified individual.*

## Welcome!

The Speech-Language Pathology Assistant (SLPA) program faculty welcomes you! We expect your progress through the program will provide the knowledge and skills necessary to perform competently in your chosen profession.

The Speech-Language Pathology Assistant (SLPA) program is organized within the School of Health Science and Wellness (HSW) at Laramie County Community College. The SLPA curriculum prepares graduates to work under the supervision of a licensed speech-language pathologist, who evaluates, diagnoses, and treats individuals with various community disorders.

The student handbook has been compiled to orient you to this program's operation, policies and procedures and identify your responsibility to the program as a supplemental handbook to the LCCC Catalog and the LCCC Student Handbook. ***The effort you put into the program requirements is directly related to your competence as an SLPA.*** The faculty members are here to assist you in achieving your goal of becoming an SLPA. We wish you every success as you progress toward the privileged role of a speech-language pathology assistant.

Please read this handbook carefully. These policies and procedures apply to all students in the SLPA program. Please refer to the LCCC Catalog and Student Handbook and the Health Sciences and Wellness School Policies (HSW School Policies) for additional information regarding college policies, procedures, and services. **After reading this handbook, you must sign and return the Acceptance of Policy Guidelines form to the Program Director no later than August 14, 2023.** Failure to do so will prevent you from participating in several of our program's activities. All students accepted into the LCCC SLPA program are expected to know and follow the information in this handbook when beginning and throughout the SLPA program.

The SLPA Director, in cooperation with all program faculty and administrative personnel, reserves the right to revise policy guidelines as needed if a change is felt necessary for the improvement of the program. Students will be notified of any changes which affect them.

### Frequently Called Numbers

Campus Operator	307-778-5222
Admissions/Enrollment Services	307-778-1357
Financial Aid	307-778-1215
Bookstore	307-778-1114
Library	307-778-1205
Health Sciences & Wellness School	307-778-1140
Student Success Center	307-778-4315
Office of Student Accommodations	307-778-1359
Campus Security	307-630-0645

## College Mission Statement

*The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.*

The campus community of Laramie County Community College (LCCC) is bound by a basic understanding that our students, regardless of how they arrive at LCCC, yearn for a better life by engaging in the process of higher education. We are compelled to aid this transformation by offering diverse educational experiences designed to be inspirational for all those involved in the learning process. While we recognize our work is diverse, the entirety of the work we do is grounded in the four foundational elements of the comprehensive community college mission:

1. To prepare people to succeed academically in college-level learning (academic preparation)
2. To engage our students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree (transfer preparation)
3. To develop individuals to enter or advance in productive, life-fulfilling occupations and professions (workforce development)
4. To enrich the communities we serve through activities that stimulate and sustain a healthy society and economy (community development)

## Vision Statement

In the future, we are no longer the best-kept secret in the Rocky Mountain West. Our frontier mentality will not allow us to be encumbered by habits of old constructs. Rather, we are engineered to be nimble, driven towards innovation, striving to make the impossible, possible. Students and partners seek us because of what we do and what we offer. Our enrollment will reach record levels as a result of deeper engagement, an identifiably different student experience, and the value proposition of our programs and services. We will achieve equitable outcomes for all students, leading to good jobs and/or transfer with advanced standing at our university partners. In turn, our region's economy will be diversified in large part because of LCCC's leadership. We intentionally catalyze change.

## College Values

At LCCC, we believe our core values are inherent in the cultural fabric of the College and could not be extracted in any way. They define who we are and how we behave as a community.

- **Authenticity:** With purpose and without pretense, we are steadfast in our dedication to deliver on a promise, product, or service meeting the needs of individuals we serve.
- **Desire to Make a Difference:** We engage in and pursue our goals for the opportunity to create better lives, better communities, and a better world for those who are here today and the generations that follow.

- **Passion:** Our institution is wholly dedicated to engaging in our work, sharing our beliefs, and debating the merits of any course of action as we strive to transform our students' lives through inspired learning.
- **Openness:** We are committed to transparency through shared governance, where our best work fosters a culture of trust and respect as a college of choice.

### **Aspirational Values**

We readily admit to a mismatch between our desire for these VALUES and their existence at the College. However, our strong aspiration for these values will shape the actions we take to ensure their universal presence at LCCC into the future.

- **Commitment to Quality:** We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence, productivity, and excellence in serving our students and community.
- **Inclusion:** Leveraging the diversity of our talents, we engage in the practice of wide-ranging, open-minded discourse with civility and respect. Our work is objectively grounded in what is best for our community and the provision of equitable opportunity for all.
- **Innovative Agility:** We embrace the notion of adaptability, where our curiosity leads to forward-looking and unique actions. We are unencumbered by convention, endeavoring to discover improved ways of serving our students and community. We strive to make the impossible possible.

### **History**

Laramie County Community College (LCCC) in Cheyenne, WY, began serving students on May 1, 1968, to fill the need for academic, career, and community service/continuing education in the county. LCCC, as the sponsoring institution, is currently fully accredited by the Higher Learning Commission of the North-Central Association of Colleges and Schools through 2020.

Laramie County Community College received approval from the Wyoming Community College Commission, the state agency charged with oversight from community colleges in the State of Wyoming, to confer the Associate of Applied Science (AAS) in Speech-Language Pathology Assistant (SLPA) in October 2016. Students began enrolling in the program Fall 2017.



## **SLPA Program Description**

The Speech-Language Pathology Assistant (SLPA) program is designed to provide comprehensive academic education along with practical, experiential training for Speech-Language Pathology Assistants. An SLPA works under the direct supervision of licensed or certified speech-language pathologists to provide speech and language therapy services following a documented treatment plan, assist with documentation of speech-language pathology services in educational or healthcare settings, provide clerical support, administer speech, language, and hearing screenings, and report information to the speech-language pathologist. The program content is based on the recommendations of the American Speech-Language-Hearing Association (ASHA). The program provides training in working with speech and language disorders while providing students with the opportunity to gain practical experience working with clients/patients in various settings.

The program has limited enrollment and admits one class each fall. The prerequisite courses must be completed with a “C” or higher prior to entering the program. Prospective students interested in the program should contact the SLPA Program Director for details about the admission and application process.

## **SLPA Post Baccalaureate Bridge Credit Diploma Description**

This program is designed for students who hold a bachelor’s degree in communication disorders within the last 5 years or are in the final year of the bachelor’s program from a regionally accredited institution and are seeking to become a certified Speech-Language Pathology Assistant (SLPA) through the American Speech-Language-Hearing Association (ASHA) or the Wyoming State Board of Examiners of Speech-Language Pathology and Audiology. This credit diploma can be completed in two semesters and is based upon the American Speech and Hearing Association (ASHA) and Wyoming State Board educational and fieldwork experience requirements by providing 100 hours of clinical fieldwork. The program will assist students in providing placement to ensure that each student receives a minimum of the required 80 hours of direct treatment time and 20 hours of indirect treatment under the supervision of an ASHA-certified Speech-Language Pathologist.

Prospective students interested in the credit diploma should contact the SLPA Program Director for details about the admission and application process. Applications are accepted annually and applicants must have at least a 2.5 GPA on their baccalaureate transcripts. Additional information is also available on the program website at:

<http://www.lccc.wy.edu/programs/speechLanguagePathology/index.aspx>

## **SLPA Program Mission Statement**

The primary mission of the Speech-Language Pathology Assistant (SLPA Program) at Laramie County Community College is to produce professional, ethical, competent and certified SLPAs by providing a program of instruction that is based on student learning competencies that support the demonstration of the skills, knowledge, and training necessary to work under the direction of a Speech Language Pathologist (SLP) in a variety of settings.

## **SLPA Program Value Statements**

- Individuals will honor their responsibility to hold paramount the welfare of persons they serve professionally.
- Individuals will provide all services competently under the supervision of a certified or licensed speech language pathologist.
- Individuals shall represent themselves as SLPAs upon completion of the Speech-Language Pathology Assistant Program.
- Individuals shall engage in only those aspects of the profession that are within the ASHA & licensing state's SLPA scope of practice.

## **SLPA Program Goals**

The SLPA program strives to improve human communication by:

- educating students on the principles and methods necessary to practice as an entry-level speech-language pathology assistant,
- instructing students on effectively executing therapeutic and evidenced-based practices, under the direction of a licensed speech-language pathologist,
- coaching students on evaluating professional standards and engaging in ethical practices,
- engaging students in professional discourse (oral and written) to effectively communicate and collaborate with other professionals and the families they serve.

## **Program Outcomes**

Upon successful completion of this program, students will be able to:

- 1 Demonstrate critical thinking relevant to speech-language pathology.
- 2 Distinguish the differences between normal and disordered speech-language communication and hearing.
- 3 Comply with professional/ethical standards related to the field of speech-language pathology.
- 4 Demonstrate effective communication skills across various work settings.

## Speech-Language Pathology Assistant (SLPA) Admission Policies

The SLPA program has limited enrollment and admits one cohort each fall. Prerequisite courses and requirements are listed below and must be completed or in progress prior to application for program admission. Completed communication disorder courses from an accredited college that want to be considered for transfer must have been completed within the last **five years**. Prospective students interested in the program may contact the Program Director for details about the program admission process and timeline.

All program courses may be presented online (synchronously or asynchronously via Canvas). Students are expected to have computer skills and internet access that enable them to participate in online courses. ***Students must have a web camera and adequate audio to participate in the synchronous classroom setting.***

### Prerequisites:

- GPA - 2.5 (high school or higher ed—whichever is most current)
- ENGL 1010 - completed with a 'C' or higher.
- CO/M 2010 - completed with a 'C' or higher.
- Criminal Background check completed meeting current standards set forth by federal health care worker guidelines.
- Completion of 2 hours of observation with an American Speech-Language & Hearing Association (ASHA) certified speech-language pathologist prior to the application deadline. An observation form is attached to the application and must be completed, signed by the speech-language pathologist observed along with his/her ASHA certification #, and uploaded with the online application.

*Note: The SLPA program admission is contingent upon successful completion of in-progress ENGL 1010 or COMM 2010 with a "C" or better. If the student does not successfully complete the in-progress courses by the application deadline, admission to the program will be forfeited.*

### SLPA Post Baccalaureate Bridge Credit Diploma

The SLPA Post Baccalaureate Bridge Credit Diploma program has limited enrollment and admits one cohort each fall. Students must have earned a cumulative 2.5 GPA and a "C" (75%) or higher in all program-related communication disorders courses from a regionally accredited college or university within the **last five years** prior to application. If program-related communication disorders courses were completed with less than a "C" (75%), these courses need to be retaken through the SLPA Program.

### **Criminal Background Check:**

Due to Health Science and Wellness school requirements, you will be required to complete a criminal background check performed by CastleBranch at the student's expense. Your acceptance into an allied health program at LCCC will not be final until LCCC has received background check information from the reporting agencies, and the background check is clear of disqualifying offenses. For more information, please see the Health Sciences and Wellness Policies for Allied Health Students posted on the HSW School's website. Certain criminal activities, as evidenced by a criminal background check, may also disqualify the student from clinical participation.

## SLPA Program Course Sequencing

### **Full-Time (4 semesters) Course Sequence**

Course Code	Course Name	Credits
STRT 1000	Strategies for Success	3
SLPA 1500	Introduction to SLPA	3
SLPA 1504	Anatomy & Physiology of Speech and Hearing	3
SLPA 1505	Introduction to Speech and Language Development	3
SLPA 1511	Introduction to Communication Disorders and Treatment	3
	Semester Total	15

### **Second Semester**

Course Code	Course Name	Credits
MATH 1000	Problem Solving	3
SLPA 1502	Field Observation I	1
SLPA 1506	Introduction to Phonetics	3
SLPA 2540	Speech Disorders	3
SLPA 1605	Adult Communication Disorders	3
SLPA 1630	Early Childhood Language Impairments & Intervention	3
	Semester Total	16

### **Third Semester**

Course Code	Course Name	Credits
SLPA 2630	School-Age Language Impairments & Intervention	3
SLPA 2502	Field Observation II	2
SLPA 2520	Speech Sound Disorders and Intervention	3
SLPA 2610	Behavior Management for SLPAs	1
SLPA 2601	Screening Processes	3
HIS	Choose from an approved HIS course with the Wyoming Statutory Requirement	3
	Semester Total	16

### **Fourth Semester**

Course Code	Course Name	Credits
SLPA 2503	SLPA Seminar	1
SLPA 2600	Alternative and Augmentative Communication	2
SLPA 2602	Internship Management and Procedures	4
SLPA 2970	SLPA Internship	6
	Semester Total	15

- Students choose which semester or summer semester the remaining general education courses will be taken: STRT 1000 (first semester); MATH 1000; approved HIST course.

## Post Baccalaureate Bridge Credit Diploma Sequence

### First Semester

Course Code	Course Name	Credits
SLPA 1500	Introduction to SLPA	3
SLPA 2502	Field Observation II	2
SLPA 2601	Screening Processes	3
	Semester Total	8

### Second Semester

Course Code	Course Name	Credits
SLPA 2602	Internship Management and Procedures	4
SLPA 29760	SLPA Internship	6
	Semester Total	10

### **Readmission to the program**

All requests for program re-entry must be submitted in writing to the SLPA Program Director by the published program admission deadline. Readmission is NOT guaranteed and may be limited to one time only. Approval for readmission will be reviewed on a case-by-case basis. ***Students who are dismissed from the program due to academic reasons or from LCCC may not be eligible for readmission.***

A student who wishes to reenter the program must follow the procedures and satisfy the following criteria outlined below.

1. Submit a letter of request
2. Submit an updated SLPA program application
3. Submit up-to-date transcripts.
4. Successfully complete a competency test given by the Program Director with a minimum of 75% accuracy. Due to the sequential nature of the SLPA curriculum, it is essential that the subjects covered prior to the semester the student wishes to reenter be mastered. A score of less than 75% would indicate the student may need to enter at a lower level than he/she is applying for.

***Note: Readmission will be at the discretion of the SLPA Program Director in consultation with the student, Advisory Committee, and the Dean of Health Sciences & Wellness School. Good standing is defined as a student who has met all previous program requirements and is not in violation of any program or college policies, procedures, or ethical requirements. If a student is not in good standing, discretion lies with the SLPA Program Director and Dean. It is the student's responsibility to prove that the previous violations have been resolved and that both the Program Director and Dean believe that the student will not willfully violate the colleges or programs procedures again.***

NOTE: A student will be readmitted only once. Each student will be evaluated on a case-by-case basis. Readmission will be subject to: program capacity requirements, competency test scores, elimination of problems which led to student's previous departure from the program, the satisfaction of any requirements outlined in a dismissal document (if applicable), and the completion of prior coursework.

### **Audit**

No audits of the SLPA program courses are allowed unless written permission is given by the Program Director.

## **Financial Aid**

To assist students in meeting college costs, LCCC offers a comprehensive program of student financial aid. For more information on eligibility and application procedures, inquire at the Financial Aid Office located in the Pathfinder Building and refer to the current LCCC Catalog. The phone number for the financial aid office is (307) 778-1265.

## **Program Costs**

Please see the LCCC catalog for in-state and out-of-state tuition/fee schedules. Students are encouraged to speak with financial aid early on in the process. (**Financial aid: 307-778-1265**). A financial aid officer will be willing to discuss assistance in the form of scholarships, grants, employment and loans.

Additional scholarships are also available at  
<http://lccc.wy.edu/services/financialaid/index.aspx>



## **Speech-Language Pathology Assistant Code of Conduct**

Speech-Language Pathology Assistant (SLPA) students are expected to exhibit professional, legal, and ethical behavior at all times including throughout the online course work, synchronous class meetings, and internship experiences. Additionally, faculty, students, and their internship supervisors are expected to abide by ethical guidelines set forth in the American Speech-Language and Hearing Association's (ASHA) Code of Ethics. Information regarding the *Assistants Code of Conduct* will be provided to students in, SLPA 1500-Introduction to SLPA and SLPA 2602-Internship Management & Procedures. It is also available in (Appendix A) or via the ASHA website: <https://www.asha.org/policy/Assistants-Code-of-Conduct/>

## **Class Attendance Policy**

Each student is expected to be punctual, attend all scheduled learning experiences, and are responsible for all information presented in synchronous courses. Students are responsible for the instruction and the announcements in all synchronous class meetings. If an absence is anticipated, it is the student's responsibility to notify the instructor, in person or by phone/email **prior to the scheduled class**.

Success in the Speech-Language Pathology Assistant (SLPA) program depends, in part, on consistent attendance. Regular and punctual attendance is expected as a demonstration of professional behaviors and class participation. In a lecture, attendance is one of the factors that will be evaluated. Attendance policies and procedures are established and published in all course syllabi. As SLPA courses meet once a week, two (2) or more unexcused absences will result in progressive disciplinary action, including potential dismissal from the program.

An absence may be excused for a personal or family medical emergency. Vacations, attending children's school events, or work schedules are not considered excused absences. The instructor of each course has the right to not approve the student's reason for being absent from class. It is the responsibility of the student to contact the appropriate instructor to arrange to make up any missed work. The instructor will decide the time and method of make-up work/examinations on an individual basis.

Internship experiences have specific time requirements and students are expected to fulfill these requirements.

## **Student Information Changes**

Changes in student information including email address, mailing address, phone number, and/or legal name are to be reported in writing to the SLPA Program Director as soon as possible. The program is not responsible for the inability to contact the student when changes have not been reported.

## **Web Conferencing/Classroom Expectations**

Several SLPA courses are offered in a synchronous instructional format meaning that the courses are taught via Microsoft Teams during a scheduled class time. Online students are held accountable to the following expectations:

1. Equipment Requirements:
  - Access to the internet which supports live web conferencing sessions.
  - A webcam with a built-in microphone that works with online applications is required.
  - Headsets are suggested as they ensure that you can participate with minimum audio problems.
2. Active participation in class is important to your learning. You are always expected to have your camera activated. If cameras are turned off for more than 10 minutes, this will be reflected in your class participation grade. ***Your behavior is expected as though you were in the same room with the instructor with respectful listening behavior exhibited.*** Students are expected to follow along/participate and not “surf the web during class sessions or complete household chores. Failure to comply with these requirements will be reflected in the participation rubric score.
3. Additionally, students are asked to check their background (what’s visible behind them) to be sure that it’s appropriate and professional, along with how their image is visible to the rest of the class. A violation of inappropriate images will result in meeting with the Program Director and Dean of Health Sciences and possible removal from the class.

### Netiquette

*Netiquette* refers to using common courtesy in online communication. All members of the class are expected to follow netiquette in all course communications.

- **Be respectful.** Remember that you are communicating with actual people. Always be courteous and show respect, especially when there are differences of opinion, beliefs, or cultural backgrounds.
- **Think before you post.** Be aware of who may be able to view your posting, and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Write clearly.** Even though the online environment may seem more informal than your face-to-face classes, this is still an academic course and mature communication is expected. Correct spelling and grammar are required and proper composition and punctuation are expected.
- **Use appropriate language and style.** Profanity or offensive wording will not be tolerated. You should avoid using ALL CAPS and repeated punctuations (???? or !!!!).
- **Be considerate of others.** Do not make derogatory, condescending, or harassing remarks. Communication should be well-intentioned, well-articulated, and aimed at fostering a positive learning environment. Be aware of how sarcasm may be misinterpreted by your readers.
- **Allow for misunderstandings.** Keep in mind that writing often conveys the incorrect tone or intention in the absence of nonverbal communication. You should make allowances. What you may perceive as rudeness may be unintended.
- **Cite your sources.** If you post work that is not your own, be sure to reference your sources.

### **General Guidelines:**

- 1) All communications must be professional. This means correct spelling, grammar, and sentence structure. In this same context, do not post anything you would not say to someone face-to-face in a classroom or as an SLPA professional.
- 2) Common texting abbreviations are NOT acceptable. (Example: r u for “are you,” etc.)

- 3) Offensive language and comments that might be construed as discriminatory or hostile will not be tolerated.
- 4) Avoid typing in all capital letters. This is considered shouting.
- 5) The law still applies in cyberspace. Do not commit illegal acts online such as libeling or slandering others, and do not joke about committing illegal acts. This also applies to intellectual property (plagiarism.) Do not post or use someone else's work as your own, and always cite references as appropriate. Committing any of these actions may result in disciplinary action up to, and including, suspension from the college.
- 6) Keep all postings concise and relevant. When discussion boards are used, read existing posts to avoid repeating what has already been said. Contribute to the discussion; simply posting items such as "ditto," "Me, too," or "I agree," do not add anything to the conversation, and these types of postings will receive zero credit.

### **Photography/Videotaping**

You are informed that SLPA synchronous online class sessions are recorded via online videoconferencing (Teams). In addition, the SLPA program maintains a Facebook page that periodically posts information about current program events or student spotlights

### **Grading System for all SLPA coursework:**

Students must pass all classes of the Speech Language Pathology Assistant (SLPA) Program curriculum with the prefix of SLPA with a "C" (75%) or better in order to meet the program graduation requirements. Factors such as class participation, quality of work, professionalism, and attendance are additionally considered in determining final grades in all coursework. The following scale is used for all SLPA courses when assigning letter grades:

- A = 92 - 100
- B = 83 - 91
- C = 75 - 82
- F = 74 or lower

Any final course grade below a "C" (75%) is not acceptable for SLPA students. In this case, a student will not be allowed to continue in the program.

### **Student Rights and Responsibilities**

#### **A. Institutional Guidelines**

Laramie County Community College will establish standards and regulations, which will be designed to ensure unimpeded college functions and activities and to maximize the learning environment on campus.

Each student enrolling in the college assumes an obligation to conduct himself or herself in a manner compatible with the college's function as an educational institution. Conduct which is not compatible is specified in this policy and the student may be subject to disciplinary proceedings, most of which will be conducted as administrative proceedings, will be to help a student avoid further inappropriate behavior and become a responsible member of the college community. All deadlines outlined in the college's

general student handbook are included to ensure fair and equitable treatment for both the student and the college and be waived by the Vice President of Student Services.

#### B. Student Academic & Internship

Responsibilities A student will have the responsibility to:

1. Further inquire about program policies if he/she does not understand them or is in doubt about them.
2. Adhere to the standard of academic and clinical performance as outlined in the SLPA Student Handbook.
3. Diligently adhere to the program and policies and procedure as outlined in the SLPA Student Handbook.
4. Adhere to the policies and procedures of the internship site
5. Pursue the proper due process (grievance) procedure as outlined in both the SLPA Student Handbook and LCCC's Student Handbook if he/she believes his/her academic or internship rights have been violated.
6. Complete all program course work and internship assignments in the specific semester allotted, subject to time and facility constraints, and as outlined in the SLPA Student Handbook and individual course syllabi.

#### C. Responsibility in Learning

One of the key factors to success in the SLPA program lies in the recognition by each individual of any learning areas that may need improvement, and in assuming responsibility for strengthening a deficiency. LCCC has numerous recourses to assist you including help with study habits, test-taking skills, increasing reading skills, and time management. Please seek help early and take advantage of the available assistance at LCCC. We are committed to helping you reach your educational goals.

### College Writing Expectations

College-level writing is required. Several written assignments will require use of APA format. Students are expected to use complete sentences, appropriate grammar, and spelling within all assignments. For students who need additional writing support, help is available through the LCCC Learning Commons, "Writing & Communications Assistance found at: <http://lccc.wy.edu/academics/services/learningCommons.aspx>

### Lockdown Browser/Respondus Monitor

Throughout the SLPA program, the use of Respondus LockDown Browser will be utilized for most online quizzes and tests. Respondus LockDown Browser requires a Windows Or

Mac computer (**Chromebooks are not compatible**).

When taking an online quiz or exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before beginning, know how much time is available, and ensure you have sufficient time to complete the test.
- Initial environmental scan - before gaining access to exam/assessment questions, all students are expected to conduct an appropriate environmental scan (by scanning the area around her/his computer to verify that it is free of materials or people that may provide an unfair advantage to the student) and must include all of the following:
  - the desk/work-space
  - a 360-degree view of the complete room
  - Slow, deliberate, and systematic scans to allow for a clear view of the entire exam/assessment environment
- Media devices are not allowed while the student has access to his/her exam/assessment (including cell phones, tablets, smartwatches, monitors, gaming consoles, etc.).
- Clear your area of all external materials, e.g. books, papers, other computers, or devices and complete a webcam surface scan before starting your exam. If the instructor allows the use of notes for the exam, the surface scan should show only those notes on the desktop.
- A bed is not an appropriate exam/assessment
- The desk or walls around you must not have any writing or stickie
- Remain at your desk or selected location for the duration of the Keeping full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam
- Do not leave the exam/assessment environment unless a short bathroom break is needed. In this circumstance, the video must be left open and running. Otherwise remain in the originally scanned exam/assessment environment for the entirety of the exam/assessment. Students should email the instructor to let them know that a bathroom break was taken.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all answers are submitted.

### **Late Assignments**

Students have a responsibility to turn in assignments on time. Late work for all assignments will be accepted for partial credit (10% deduction for each 24 hours past the due date/time) for a maximum 30% deduction. For example, if an assignment is due at midnight and the student turns it in a 1:00 am, a 10% deduction will be applied. After 3 days, the assignment will be recorded as a zero. Faculty have the right to make specific adjustments to these deductions within individual courses. These policies are included in course syllabi.

### **System for Student Success**

The LCCC Learning Commons helps students become independent, active, confident learners through a range of high-quality tutoring services and academic success skills assistance. Every student can benefit from discussing course content, homework, questions, study strategies, and test preparation with one of the trained, experienced tutors!

Tutoring is FREE for all LCCC students enrolled in one credit hour or more.

Online tutoring is available with LCCC tutors during open hours including SLPA courses when tutors are available. For online tutoring instructions, visit <http://lccc.wy.edu/academics/services/tutoringPolicies.aspx>

If it's 3 a.m. and students need help, they can try NetTutor, a free online service that offers tutoring in many subjects, including math, accounting, chemistry, humanities, and more, 24 hours per day, 365 days per year. Students access NetTutor from their Canvas account under Help >> Student Resources Site.

### **Library**

The LCCC Ludden Library has a variety of content appropriate for the SLPA program.

Online access to the SLPA Libguide can be found at: <http://libguides.lccc.wy.edu/SLPA> .

Here you will find access to various speech-language pathology specific journals as well as Anatomy TV. Additionally, there is a guide for correct citations using APA format requirements.

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## **Observation Requirements**

The SLPA curriculum includes 2 courses in observation— Observation I (SLPA 1502) and Observation II (SLPA 2502). These courses each require students to observe an ASHA-certified speech-language pathologist providing treatment to clients in an on-site educational or clinical setting. Additionally, observations will be assigned within Master Clinician Network.

Students may obtain observation hours in a variety of settings including schools, clinics, nursing homes, or home health settings in the area. Observations at these sites are required to be under the direction of an ASHA-certified SLP. Students are responsible for coordinating their own on-site observations and for keeping records of those observations in Trajecsys. Directions for Trajecsys reporting can be found in Appendix F. Students are required to also keep a written record of their observations with the observed SLP's signature. (Appendix F) These observations should be in the area of communication and NOT swallowing.

**You MUST sign a confidentiality agreement form and upload it into the submission folder found in Canvas for SLPA 1502 and 2502 prior to completing the face-to-face observations. (Appendix F) In addition, a copy of the confidentiality agreement must be given to the SLP being observed for the observation site's records.**

### **Observation's Professional Etiquette**

Students are responsible for conducting themselves in a manner consistent with that of working professionals while engaged in observation. These guidelines are made to relieve the clients and their caregivers from undue stress and concern that occurs naturally when one is being observed by a group of strangers.

Clients have the right to decline a student observation. These guidelines also protect the rights of the clients to receive the best service in a CONFIDENTIAL manner.

- **Dress Code**
  - Dress professionally and modestly. No jeans, sweats, shorts or torn clothing.
- **Courtesy**
  - Turn off cell phones
  - Do not eat or drink during observations
  - Be discreet by exercising self-restraint in speech and conduct. Some clients get nervous if they know they are being watched.
- **Confidentiality**
  - **Care must be taken at all times to protect the clients' privacy and insure confidentiality. Observations must NOT be discussed outside the site of observation. Observation reports must be reported with client initials only. No names of the clients observed shall be used.**
  - **Do NOT discuss the client with a parent or caregiver. You may talk privately with the SLP before or after the session -never in the**

- presence of the client or anyone else.
- HIPAA and FERPA compliances are required for all observations.

### Disability/Accommodations

Students with documented disabilities may request reasonable accommodations. The student must be able to adequately meet all technical standards (see Appendix D) and critical elements of the SLPA profession and this program.

Any student with a documented disability is welcome to contact the Office of Student Accommodations as early in the semester as possible so that we may arrange reasonable accommodations. Without prior approval by the Office of Student Accommodations, accommodations cannot be provided by the instructor.

*Cheyenne Campus and Online Students:* Students with disabilities needing reasonable accommodations are encouraged to contact the Office of Student Accommodations staff in Pathfinder 207, by calling (307) 778.1359.

### Academic Remediation:

All SLPA courses and competency skills assessments require a 75% accuracy or better.

1. At midterm, should a student fall below that 75% cumulative score in a course an “Unsatisfactory Performance Contract” (See Appendix E) will be established between the student, his/her instructor, and the Program Director. A failure to satisfactorily complete the conditions and/or remediation requirements outlined in an “Unsatisfactory Performance Contract” may result in dismissal from the program.
2. Should a student demonstrate less than 75% accuracy on course competencies/skills taught within a course, a remediation plan will be established between the student, his/her instructor, and the Program Director to establish skill competencies.

Course syllabi identify the course’s competencies taught within each course. During the course, students are evaluated on these skills. If the skills are not met on a specified exam or assignment with 75% accuracy, the student must remediate the deficiency. Remediations are designed by each instructor and the program director. A remediation plan may include independent readings followed by examinations, written projects, oral examinations, or demonstrations of clinical skills. **The initial earned score on the competency-based assignment remains**, but a student must demonstrate competency at 75% accuracy for the competency being measured.

Failure to remediate these skills or competencies may prevent the SLPA student from being allowed to progress to the internship portion of the program.

### Dismissal and Suspension Guidelines

A student may be removed from the program and/or face immediate suspension from an



internship and/or classes based on various infractions of policies outlined in the SLPA Program Student Handbook, Health Science, and Wellness School policies, and/or the LCCC Student Handbook. Students suspended from classes, internships or dismissed from the program for disciplinary purposes will also be awarded failing grades in the associated speech-language

pathology assistant course(s). The authority to immediately suspend or dismiss a student from the program rests solely with the Program Director.

The following infractions are grounds for suspension or removal from the program and/or internship:

1. Academic Integrity\*: This includes lying, cheating, plagiarism, falsification of time and/or other program records, theft, or any attempts to use someone else's work as one's own
2. The student receives a final grade of less than a "C" in any course in the Speech Language Pathology Assistant program with an SLPA prefix.
3. The student receives less than 75% average at the end of the SLPA 2970 Internship on the final Speech Language Pathology Assistant Competencies Rating Form completed by the internship supervisor.
4. The failure to satisfactorily complete the conditions and/or remediation requirements outlined in an "Unsatisfactory Performance Contract"
5. Failure to comply with HIPAA and FERPA requirements or respect patient or program confidentiality, including the inappropriate use of social media, cell phones, or other electronic or hard copy media.
6. Any criminal activity which bars the student from clinical participation and/or renders him/her ineligible for certification by the Wyoming State Board of Speech-Language Pathology and Audiology or the SLPA State Certification Board in which the student resides.

\*ACADEMIC INTEGRITY:

The SLPA program abides by the LCCC Academic Rights and Responsibility as outlined in the LCCC Catalog. Academic dishonesty, plagiarism, or cheating includes, but is not limited to:

1. Copying from another student's assignment or exam
2. Failure to follow the online testing requirements outlined for Lockdown Browser/Respondus Monitor. Any student guilty of these may also be subject to expulsion from the college.
3. Using material during a test not authorized by the instructor
4. Downloading and/or distributing quiz content.
5. Stealing, buying or otherwise obtaining all or part of an unadministered test or information about said test.
6. Selling, giving, or otherwise supplying to another student any coursework for use in fulfilling an academic requirement (e.g. report, assignment or

- term paper)
7. Submitting nearly identical work that one has previously received credit for in another course, without the prior approval of the instructor.
  8. Plagiarizing content by not acknowledging the source(s) of information or not paraphrasing content and using the author's words as your own without the use of quotations. (Students are required to use APA format in citing all sources.)

Dishonesty, plagiarism, or cheating in any form is subject to disciplinary action.

These actions would include, but are not limited to, a failing grade for the test or assignment, a failing grade for the course, probation or disqualification from the SLPA program, and/or dismissal from the college.

## **DUE PROCESS AND GRIEVANCE PROCEDURES**

If a student feels he/she has been unfairly treated or evaluated, he/she has the right to have the matter investigated further through informal and formal grievance procedures. Grievance procedures should not be requested frivolously and should be followed in the correct sequence outlined below.

### **Informal Grievances**

Informal grievance procedures should usually be the first method employed to rectify any problems a student may have specific to the program.

The following general guidelines should be used by students and SLPA faculty/internship supervisors when dealing with procedural problems:

1. If possible, address the problem at its source first. For example, if a misunderstanding arises between a student and instructor or internship supervisor; or a student and another student, steps should be taken by one of the involved parties to rectify the situation independently without any further intervention.
2. If no success is met employing Step #1 above, the student should take the problem within 7 business days from the alleged incident or disagreement to the SLPA Program Director, outlining the situation as objectively as possible. The SLPA Program Director will document and/or rectify the situation at his/her discretion within 7 business days.
3. If all of the above channels have been exhausted, the student can request a hearing with the Program Director and HSW Dean within 7 business days of the unresolved complaint. At this level, all such hearings will be documented and kept in the student's personal file at the college. In general, the Program Director's and Dean's decision is final and will be issued within 7 business days of the unresolved complaint. If the student is not satisfied, formal grievance procedures must be employed. (See Formal Grievances below.)
4. If a student is unhappy with an academic grade he/she has received, he/she should discuss this with the appropriate instructor first, entering into the informal

grievance process at the appropriate step #1. For all SLPA and non-SLPA courses, Procedure 2.16 in LCCC's Student Handbook is followed (available at: <http://lccc.wy.edu/life/handbook/> and <http://policies.lccc.wy.edu/Files/Procedure%202.16P%20Academic%20Appeals-CCjan10-14.pdf>)

### **Formal Grievances for Programmatic Grades and Academic Grade Appeals**

The majority of the program's due process proceedings are typically handled following the Academic Appeals process outlined below. Formal academic or grade grievance procedures are to be used when the informal procedures have been exhausted or are inappropriate. They are essentially the same procedures published in LCCC's Student Handbook. The student filing a formal grievance must follow these procedures sequentially. The general guidelines are provided below: for further details, refer to the procedures outlined in the college's current year's general student handbook.

To begin formal grievance proceedings in the SLPA program, the student must submit a request to a formal hearing (in writing) to the Program Director. This letter must be filed within 5 business days of the unresolved complaint and contain the following items:

1. The specific injury to the student
2. The date(s) which the injury(ies) occurred
3. Name(s) of person(s) involved
4. Measures taken by the student to rectify the particular incident being grieved, and
5. Any other information which may be pertinent to the situation.

The Program Director will review the formal request to determine its merit and to ensure that all other avenues have been exhausted by the student. An answer and/or decision will be issued to the student in writing within 5 business days of the receipt of all pertinent information. In the event that the Program Director requires additional information beyond the initial written complaint, the student will have 5 business days to submit the requested information. Copies of all correspondence will be maintained in the student's program personal file at Laramie County Community College.

If the student wishes to pursue the matter further, he/she is required to follow LCCC's formal grievance proceedings, as outlined in the college's student handbook and associated weblinks. In general, these also require a written request to each individual in the "chain of command" as summarized below. In each case, the written appeal must be received within 5 business days of the unresolved complaint, with the exception of the Vice-President of Academic Affairs (see below).

1. Speech Language Pathology Assistant Program Director
2. Dean, School of Health Sciences and Wellness
3. Vice-President of Academic Affairs

## Academic Appeals Process

\*As outlined in Policy/Procedure #2.16 and 2.16P:

1. **Initial Communication** - Students should first discuss their concerns with the faculty member of record for the course in which they are appealing a decision. Grades may be appealed at any point in the semester up to five (5) business days following the final grade posting. Failure by the student to discuss their concerns with their faculty member within five (5) business days of the final grade posting makes the decision of the faculty member final. The faculty member will provide a synopsis of the communication and decision in writing.
2. Following that conference, faculty are responsible for issuing a final decision in writing to the student within five (5) business days. Failure by the faculty to issue a decision in writing to the student within five (5) business days of the conference, elevates the appeal to the next level.
3. **Level 1** - If the student wishes to further pursue the appeal process, the student must put in writing via the Grade Appeal Form why the grading is arbitrary or contrary to College policy and including any supporting documentation. This Grade Appeal Form must be submitted to the appropriate Dean within five (5) business days of the faculty member's written final decision. Failure by the student to appeal the decision of the faculty member to the Dean within five (5) business days makes the decision of the faculty member final. In schools where Program Directors serve as academic program administrators, the Level 2 decision will be made in collaboration with the Dean.
4. The Dean (and Program Director when applicable) reserves the right to contact involved parties as needed to gather additional information and documentation. The Dean/Program Director will respond to the student's written appeal within five (5) business days of appeal submission via the Grade Appeal Form. Failure of the Dean/Program Director to issue a decision in writing to the student within five (5) business days, elevates the appeal to the next level.
5. **Level 2** - If the student wishes to further pursue the appeal process, the student must contact the office of the Senior Vice President of Academic Affairs via official College email and request a review of the appeal within five (5) business days of the Dean/Program Director's decision. Failure by the student to appeal the decision of the Dean/Program Director within five (5) business days makes the decision of the Dean/Program Director final.
6. The SVPAA (or designee) will convene the Grade Appeal Review Committee. This Committee will evaluate the grade appeal based on relevant information provided by all parties involved and will make a recommendation to the Senior Vice President of Academic Affairs (SVPAA). The Committee may recommend to uphold the Program Director/Dean's decision, or forward the appeal for review to the SVPAA (or designee) - providing supporting rationale for the recommendation made to the SVPAA within ten (10) days of the appeal submission.
7. The SVPAA and/or designee will make the final decision within five (5) business days of the Committee's recommendation and notify the student via official College email.
  - a. If the student's appeal is granted, the SVPAA will determine the grade modification, which will be retroactively applied to the date of the initial grade.
  - b. If the student's appeal is denied, the original grade issued by the faculty member will be final.

# SLPA Internship

## Welcome to the SLPA Internship

The purpose of this section is to assist you in experiencing a high-quality SLPA internship. Experience accomplished through an internship is vital for students to practice and earn competency skills in speech-language pathology assistant skills. The handbook will provide guidelines and information for all who are involved in the internship experience including the speech-language pathologist internship supervisor, Program Director, faculty, Dean of Health Science and Wellness, as well as students.

### Placement of Students at Internship Sites

***SLPA students are responsible in finding a potential internship site.*** Internships can be completed in public schools, private practice, child development centers, and clinics. Once the student has identified a potential internship site, he/she must contact the SLPA Program Director with the internship site's name, address, and contact person's phone number. **The Program Director will make the initial contact.** If the desired internship site is available and has an ASHA-certified speech-language pathologist who is willing to supervise the SLPA student, an educational affiliation agreement will be developed between LCCC and the internship site. **Students are NOT to initiate these agreements.** Students are only responsible in supplying the Program Director with the aforementioned information 90 days prior to the start of the internship.

### Educational Affiliation Agreements

An Educational Affiliation Agreement must be signed by both the internship site and LCCC prior to a student being assigned to the facility. This agreement includes a statement regarding general and professional liability and insurance. This agreement automatically rolls over from year to year within the agreement's timeline. Either LCCC or internship sites can terminate this agreement with a written notice. All Educational Affiliation Agreements originate in the office of the Contracting and Procurement Director at LCCC:

Abbie Connally  
Phone: (307) 778-1280  
Fax: (307) 778-4300  
[aconnally@lccc.wy.edu](mailto:aconnally@lccc.wy.edu)

### Internship Time Requirements

Students complete the internship requirement during the last semester of the program.

1. The SLPA student is required to arrange a work schedule with the internship site supervisor and adhere to this schedule during the 16-week internship. A copy of this schedule must be sent to the SLPA Program Director the week the internship begins.

2. The SLPA Internship (SLPA 2970) is a sixteen-week, 6-credit course which requires a total of **270 “clocked in” hours** at the internship site. These 270 hours average approximately 20 hours a week. Due to holidays, educational spring breaks, in-service schedules, and client absences, it is recommended that students maintain a 20-hour-a-week schedule at the internship site to fulfill this 270-hour requirement.
3. Of these 270 hours, a minimum of **100 hours of direct client treatment** performed by the SLPA student is required under the direct supervision of an ASHA certified speech-language pathologist.

### **Internship Supervisor Credential Requirements:**

Supervision during the internship must be under the direct supervision of an ASHA-certified speech-language pathologist (SLP) who has been practicing for a minimum of three years. The SLP must hold a license with the state speech-language pathology licensing board in the state in which the internship is completed. **SLPA students are required to send a copy of the supervisor’s ASHA certification card and the state license card to the SLPA Program Director prior to the start of the internship.**

### **Dual Internship Sites**

Students who are unable to schedule 270 hours at one site, have the option of completing the internship at dual sites. Dual internship sites need to be approved by the SLPA Program Director as internship time commitments and agreements for each site will need to be established.

### **Speech Language Pathology Assistant Competencies**

To ensure that the numerous expectations for an entry-level SLPA position are addressed and subsequently evaluated, students must master various interpersonal, conduct, and technical treatment skills. To satisfy this primary objective, the SLPA program has adopted a competencies evaluation which will be completed by the speech language pathologist internship supervisor at the midterm and final weeks of the student’s internship.

A student must obtain a 75% or better cumulative score on the final evaluation in order to remain in the program.

Additionally, a student must receive all twos (2s) on three Internship Treatment Competency Skills Assessments by the end of the semester in order to pass the internship.

***See Appendix C for the competency evaluation and Internship Treatment Competency Skills Assessment.***

### **Confidentiality**

Students will sign a confidentiality agreement (Appendix C) which applies to maintaining the privacy and confidentiality of clients during the internship. Students are required to follow

HIPAA and FERPA policies and procedures for proper use and handling of confidential client information.

### **Dress Code Policy**

Student appearance and selection of clothing should reflect professionalism and concern for the welfare of the client. The following guidelines are required for appropriate dress at the internship placements as a minimum (some sites have further guidelines regarding physical appearance):

- No jeans, sweats, shorts or torn clothing. Clothing must be clean, neat and free of stains and wrinkles. Avoid exposing private body parts.
- Hair is to be neat and clean. Some sites require staff and interns to have hair at the base/natural color (no bright dyes)-a natural wig may be permitted but it is best to use natural color. Facial hair should be short and neatly trimmed.
- Makeup should not draw attention to oneself and worn in moderation. Application of strong scented perfume, cologne or aftershave is not acceptable.
- Students will wear a badge that identifies their name, Laramie County Community College, and position (SLPA Student intern). Each student must purchase a lanyard for their name tag. Some internship sites may require that a student wear a badge from the internship site. If this is the case, the student is not required to wear the LCCC badge.

### **Attendance**

Attendance is required for the entire internship experience. All effort should be made to avoid missing any internship time. If time is missed, every effort to make up that time should be made and arranged with the supervising speech language pathologist. ***If a student is tardy or absent, the student must call the SLP supervisor as well as the SLPA Program Director.*** Contact should be made before the internship start time except in the case of an emergency.

### **Documenting Attendance**

Prior to the start of the SLPA internship, the student is responsible for calling his/her supervising speech language pathologist to arrange specific hours of work for the 16 weeks internship. Once the internship schedule has been agreed upon, it must be adhered to by the student. Failure to do so will be reflected in a poor evaluation and/or removal from that internship site at the request of the internship supervisor.

The LCCC has contracted with Trajecsys, an online clinical management system, for tracking attendance, internship evaluations, and other internship communications throughout the SLPA program internship.

To document attendance, students are expected to clock in within 5 minutes of their arrival time. Clocking in later than this can result in unexcused tardies. Students are also responsible for clocking out in a timely manner when they leave the internship site for the day. If a student



fails to clock in or out, a “Time Exception” may be filed using the Trajecsyst system. However, excessive and unnecessary use of the Time Exception function should be avoided.

### **Cell Phone Use Policy**

Students using their cell phones for clocking in/out of Trajecsyst is allowed. *However*, if a student is not using their phone for Trajecsyst, cell phones or other personal electronic devices, should be turned off and put away while at the internship site. Phones, therefore, are not a distraction to the SLPA student or the clients being served. In case of an emergency, students can leave their phones on silence, while making the supervising speech language pathologist aware of the situation. No client information or clinical information will be posted on social media websites or sent via electronic means. No photos will be taken in an internship site. Any HIPAA or FERPA violation is grounds for SLPA program dismissal.

### **Professional Conduct and Internship Expectations**

A satisfactory internship experience is required for successful completion of SLPA 2970. Failure to satisfactorily complete clinical practice will result in an “F” for the entire course. Your clinical performance will be evaluated by the supervising SLP. This includes four formative assessments as well as clinical therapy observations and feedback. For students who demonstrate deficiencies in meeting internship expectations, arrangements will be made to facilitate remediation, which may include the development of an “Unsatisfactory Performance Contract”. During the internship experience, students are expected to maintain professional behavior and ensure client safety as well as the confidentiality of client records. Any additional requirements set forth by the supervising agency/site must also be followed. Failure to do so may result in immediate dismissal from the internship experience and the SLPA Program.

Unprofessional behaviors have been identified as, but not limited to, the following:

1. Tardiness
2. Excessive absences
3. Unethical behavior
4. Unprofessional communication
5. Unprofessional attire and/or appearance
6. Dishonesty
7. Unsafe clinical practices.
8. Failure to follow program or internship site policies & procedures

### **Safe Practice Guidelines and Aggressive Behavior**

SLPA students may care for clients with known and unknown illness/disorders. Some clients may present with aggressive behaviors associated with such (i.e. Autism Spectrum Disorders, traumatic brain injury, emotional/behavioral disorders.) This implies a certain risk to the SLPA student as a treatment provider. This risk can be mitigated by strict adherence to accepted infection control guidelines and internship site behavior management systems. These guidelines include procedures to prevent contact with blood or other potentially infectious materials. Students working with aggressive-behavior clients need to follow the behavior intervention plan included in the client treatment plan found at the internship site as appropriate.

## **Guidelines for Determining Unsafe Clinical Practice**

To ensure unsafe practice does not occur, the student will practice within the boundaries of the level of clinical training received. The student will also practice according to ASHA's Code of Ethics (Appendix A). Unsafe conduct is that behavior which is likely to cause injury to others by any act, practice, or omission that fails to conform to the accepted standards of the SLPA program and which results from conscious disregard for the health and welfare of the others and of the client under the student's care and includes, but is not limited to, the conduct listed as follows:

- Violating the confidentiality, or releasing information or knowledge concerning the client, except where required by law.
- Knowingly or consistently failing to report or document a client's responses, progress and/or treatments; failing to make entries; destroying entries; and/or making false entries in records pertaining to the giving of treatments.
- Failing to follow the policy and procedure for client safety in effect at the facility at which the student is assigned.
- Passing or attempting to pass a forged, altered, or falsified clinical document.
- Attempting to perform SLPA techniques or procedures, or both, in which the student is untrained by experience or education and without appropriate guidance and supervision by a supervising SLP
- Causing, suffering, permitting, or allowing physical or emotional injury to the client or failure to report same in accordance with the incident reporting procedure in effect at internship site.
- Leaving the internship site without notifying supervising SLP
- Reporting to assigned clinical areas under the influence of drugs or alcohol
- Falsifying information, written or verbal.

## **Site Visit**

Each student will receive one (1) internship site visit during the semester from the SLPA Program Director for sites within reasonable distance to LCCC. The Program Director will schedule the visit in advance with each student.

### **Guidelines are as follows:**

- The student is required to coordinate the dates of the site visit with the internship supervising SLP and to be present during that day.
- Each site visit must include the following actions:
  - The length of visit will vary depending on the needs of the student and the internship site.
  - The SLPA Program Director will observe the SLPA student providing 1-2 treatment sessions.
  - A meeting with supervising speech-language pathologist to discuss the SLPA student's performance.

- A meeting with the student to discuss goal setting and review of observation
  - A group meeting to include the supervising speech language pathologist, the SLPA Program Director and the student if the schedule allows.
  - Any concerns will include a short-term follow-up via Zoom or phone.
- For internship sites that are considered outside a reasonable travel distance from LCCC, the SLPA Program Director will conduct a Zoom or phone conference while adhering to similar site visit guidelines.

### **Internship Forms or Documentation requirements:**

#### Student:

1. Daily Clock In/Clock out time within Trajecsys
2. Logs\* must be maintained in Trajecsys on a daily basis indicating type of disorder treated, age of client(s), and time that direct treatment provided for each treatment session.
3. Weekly Self-Evaluation Forms uploaded into Canvas

#### Supervising SLP:

1. Weekly approval of clock in/clock out times within Trajecsys & form
2. Weekly approval of direct treatment logs within Trajecsys & form
3. Evaluations throughout 16-week internship (Appendix C)
  - a. Seven (7) Internship Treatment Skills Assessment forms at a minimum throughout the semester. Three of these skills assessments need to be scored at 100% accuracy by the end of the semester in order for the student to pass the internship.
  - b. Midterm Trajecsys Competencies evaluation - completed after 8 weeks with a minimum score of 60%.
  - c. Final Trajecsys Competencies evaluation - completed during final week with a minimum score of 75%.

\*No client-identifying information should be placed in Trajecsys at any time.

**The student is also responsible for maintaining his/her clinical records, both using Trajecsys and in written form: \*Forms can be found in Appendix C**

1. Weekly clock in/clock out forms
2. Weekly direct treatment logs
3. Treatment Evaluation Forms & Midterm/Final Competencies Evaluation Form.
4. Internship Treatment Skills Assessment form

## Unsatisfactory Internship Performance Contract

- See pages 24-26 of this Handbook

A. Filled out by: Program Director & SLP Internship Supervisor

B. Method: This form is to be completed during a joint meeting with the student and the SLP Internship Supervisor or other appropriate third party when a student is having difficulty meeting program requirements in the internship components of the program. The form is used to place the student on notice regarding his/her performance and should contain the following items:

1) Conditions and expectations/behaviors which must be met to document the student's improved performance in any deficient areas 2) deadline(s) for the next review of the student's performance/submissions, and 3) the consequences if the conditions and/or deadlines are not met (EX: Dismissal from the program or failure of SLPA 2970) The form is signed by all parties at the meeting and each party is also provided a signed copy for his/her reference.

C. Submitted to: Program Director

D. Notes: Unsatisfactory Performance Contracts are typically reviewed within a month and/or the next evaluation period for follow-up. If all conditions have been met by the student, the bottom portion of the form is signed and distributed to all parties; Unsatisfactory Performance Contracts which result in further disciplinary action and/or program dismissal.

# Appendix A

## ASHA Assistants

### Code of Conduct

## **Assistants Code of Conduct (Effective June 1, 2020)**

### **Preamble**

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics for audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Now that ASHA has established the Assistants Certification Program, a code of conduct was created to guide certified assistants in their clinical practice. Preservation of the highest standards of integrity and ethical conduct is vital to the responsible practice of audiology and speech-language pathology assistants. The Assistants Code of Conduct (hereafter, "Code of Conduct") is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The Code of Conduct is a framework and focused guide in support of day-to-day decision making related to assistants' conduct. The Code of Conduct is partly obligatory and disciplinary, and partly aspirational and descriptive, in that it defines the assistant's role. This Code of Conduct sets forth the fundamental principles and rules and is applicable to the following individuals:

- Audiology assistants holding the Certified Audiology Assistant (C-AA)
- Speech-language pathology assistants holding the Certified Speech-Language Pathology Assistant (C-SLPA)
- Applicants for assistant certification

The Code of Conduct is designed to provide guidance to assistant certification applicants and certified assistants in their roles as assistants. The three principles underlying the Code of Conduct are in the following areas: (1) responsibility to persons served professionally, (2) responsibility to the public, and (3) responsibility for professional relationships.

Because the Code of Conduct is not intended to address specific situations and is not inclusive of all possible conduct-related ethical dilemmas, assistants are expected to follow the written provisions and to uphold the spirit and purpose of the Code of Conduct. Audiology and speech-language pathology assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Conduct may not be definitive.

The Code of Conduct establishes that assistants are not independent practitioners. Accordingly, assistants must be supervised by appropriately-credentialed audiologists or speech-language pathologists consistent with state licensing laws and/or with ASHA's Code of Ethics.

By holding ASHA assistant certification, or through application for such, all individuals are automatically subject to the jurisdiction of the ASHA Board of Ethics for Code of Conduct complaint adjudication. Adherence to the Code of Conduct and its enforcement results in respect for the discipline and positive outcomes for individuals who benefit from the work of audiology and speech-language pathology assistants, audiologists, speech-language pathologists, and speech, language, and hearing scientists.

## Terminology

### **ASHA Standards and Ethics**

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

### **advertising**

Any form of communication across a variety of platforms, including social media, with the public about services, therapies, products, or publications.

### **confidentiality**

The duty of an individual to refrain from sharing confidential information with others through any verbal, written, or electronic means, including social media platforms, except with the express written consent of the other party or as required by law.

### **conflict of interest**

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

### **crime**

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" on [www.ashaassistants.org](http://www.ashaassistants.org).

### **fraud**

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

### **gender identity**

One's innermost concept of self as male, female, a blend of both, or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

### **jurisdiction**

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA assistants certification, or an applicant for assistants certification, regardless of the individual's geographic location.

### **know, known, or knowingly**

Having or reflecting knowledge.

### **may vs. shall**

*May* denotes an allowance for discretion; *shall* denotes no discretion.

### **misrepresentation**

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

### **national origin**

Encompasses related aspects, including ancestry, culture, language, dialect, citizenship, and immigration status.

### **negligence**

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

### ***nolo contendere***

No contest.

**plagiarism**

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

**publicly sanctioned**

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

**reasonable or reasonably**

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

**self-report**

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (address for self-reporting is provided in the second item of this Terminology section, above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

**shall vs. may**

*Shall* denotes no discretion; *may* denotes an allowance for discretion.

**written**

Encompasses electronic and hard-copy writings or communications, including communication through websites and other online networking platforms.

**Principle of Conduct I**

Assistants shall honor their responsibility to hold paramount the welfare of persons they serve professionally.

**Conduct Fundamentals**

- A. Assistants shall engage only in those activities delegated by the supervising audiologist or speech-language pathologist and permitted by local, state, or federal regulations.
- B. Assistants who hold the C-AA or C-SLPA shall engage in only those work areas that are within the scope of their competence, considering their certification status, education, training, and experience.
- C. Assistants shall not discriminate in the delivery of their services on the basis of the following characteristics, which include but are not limited to age, disability, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation, or socioeconomic or veteran status.
- D. Assistants shall accurately represent the intended purpose of a service or product and shall abide by established guidelines for the clinical practice of assistants.
- E. Assistants shall protect the confidentiality and security of records of professional services provided and products dispensed as directed by the supervising audiologist or speech-language pathologist. In consultation with the supervising audiologist or speech-language pathologist, access to these records shall be allowed only when doing so is



necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

- F. Assistants shall maintain timely and accurate records about services provided and products dispensed as directed by the supervising audiologist or speech-language pathologist.
- G. Assistants whose practice is adversely affected by substance abuse, addiction, or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- H. Assistants who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- I. Assistants shall provide reasonable notice to the supervising audiologist or speech-language pathologist in the event that they can no longer provide clinical services.
- J. Assistants shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- K. Assistants shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice under the direction of the supervising audiologist or speech-language pathologist.
- L. Assistants shall not misrepresent their credentials and shall fully inform those they serve of their role and the role and professional credentials of their supervising audiologist or speech-language pathologist.

### **Principle of Conduct II**

Individuals shall honor their responsibility to the public by providing accurate information in all communications and by providing services with honesty, integrity, and compassion.

### **Conduct Fundamentals**

- A. Assistants shall not misrepresent services provided.
- B. Assistants shall not defraud, or participate in fraud, through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- C. Assistants' statements to the public shall not contain misrepresentations when advertising, announcing, and promoting their services.
- D. Assistants shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.
- E. Assistants shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

- F. Assistants shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise judgement and objectivity.

### **Principle of Conduct III**

Assistants shall maintain collaborative and harmonious interprofessional and intraprofessional relationships.

#### **Conduct Fundamentals**

- A. Assistants shall work collaboratively with audiologists and speech-language pathologists and/or members of other professions to deliver the highest quality of care.
- B. Assistants shall not engage in any form of conduct that adversely reflects on assistants or on the assistant's fitness to provide services.
- C. Applicants for assistant certification shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- D. Assistants shall not engage in any form of harassment, power abuse, or sexual harassment.
- E. Assistants shall not engage in sexual activities with individuals served (other than a spouse or other individual with whom a prior consensual relationship exists).
- F. Assistants shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- G. Assistants shall not discriminate in their relationships with colleagues, and with members of other professions on the basis of factors including but not limited to age, disability, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation, or socioeconomic or veteran status.
- H. Assistants with evidence that the Assistants Code of Conduct may have been violated by a certified assistant(s) have the responsibility to work collaboratively to resolve the situation where possible and, where that fails or is not feasible, shall inform the Board of Ethics through its established procedures.
- I. Assistants with evidence that the ASHA Code of Ethics may have been violated by an ASHA member or by an ASHA-certified audiologist or speech-language pathologist have the responsibility to work collaboratively to resolve the situation where possible and, where that fails or is not feasible, shall inform the Board of Ethics through its established procedures.
- J. Assistants shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served.

- K. Assistants shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Conduct and the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- L. Assistants making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Conduct and the Code of Ethics.
- M. Assistants involved in Code of Ethics and Code of Conduct complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- N. Assistants shall comply with local, state, and federal laws and regulations applicable to their practice.
- O. Assistants who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology section for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- P. Assistants who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology section for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

# Appendix B

## ASHA

### SLPA Exam

### Blueprint

## SLPA Exam Blueprint – Established 11-1-2018

Duties and Tasks		Content Weighting Percentage
<b>A</b>	<b>Providing Services</b>	<b>75%</b>
1	Self-identify as SLPAs to families, students, patients, clients, staff, and others (e.g., name badges, verbally, documentation)	
2	Comply with confidentiality and privacy regulations (e.g., HIPAA, FERPA)	
3	Comply with reimbursement requirements	
4	Comply with SLPA Scope of Practice	
5	Administer speech screenings without clinical interpretation	
6	Administer language screenings without clinical interpretation	
7	Administer hearing screenings without clinical interpretation	
8	Administer developmental screenings without clinical interpretation (e.g., cognitive, motor, adaptive)	
9	Administer oral mechanism screenings without clinical interpretation	
10	Assist patients/caregivers in completing case history or other relevant forms (e.g. questionnaires, outcome measures)	
11	Assist the SLP during assessment of students, patients, and clients exclusive of administration and/or clinical interpretation	
12	Assist the SLP in identifying the need for linguistically and culturally appropriate translation/interpretation services	
13	Assist the SLP in utilizing linguistically and culturally appropriate translation/interpretation services	
14	Follow supervising SLP-developed treatment plans or protocols	
15	Assist the SLP in designing evidence-based treatment activities to address student, patient, and client goals	
16	Follow supervising SLP-developed treatment plans or protocols to provide direct speech therapy to students, patients, and clients	
17	Follow supervising SLP-developed treatment plans or protocols to provide direct language therapy to students, patients, and clients	

18	Follow supervising SLP-developed treatment plans or protocols to provide direct voice therapy to students, patients, and clients	
19	Follow supervising SLP-developed treatment plans or protocols to provide direct fluency therapy to students, patients, and clients	
20	Follow supervising SLP-developed treatment plans or protocols to provide direct cognitive therapy to students, patients, and clients	
21	Follow supervising SLP-developed treatment plans or protocols to provide direct pragmatic therapy to students, patients, and clients	
22	Utilize behavioral management techniques	
23	Modify treatment activities based on the observed physical, mental, and/or behavioral status of the student, patient, and client as instructed by the SLP	
24	Report modified treatment activities to the supervising SLP	
25	Document student, patient, and client performance (e.g., collect data; prepare charts, records, and graphs)	
26	Report data and observations of student, patient, and client performance to supervising SLP	
27	Program augmentative and alternative communication devices	
28	Provide instruction in the use of augmentative and alternative communication systems	
29	Report and gather data and observations of student, patient, and client performance during meetings with the supervising SLP present	
<b>B</b>	<b>Providing Administrative Support</b>	<b>20%</b>
1	Prepare therapeutic and educational materials (e.g., visual aids, adapted materials, home programs)	
2	Perform scheduling activities	
3	Create and maintain student, patient, and client charts/records for the SLP	
4	Perform checks and maintenance of equipment	
5	Maintain inventories of supplies (e.g., rotating stock, ordering)	
6	Follow safety and infection control procedures	
7	Support the SLP in their supervisory role (e.g., documentation, training, compliance)	
8	Support the supervising SLP with in-service training, public relations programs, and marketing programs	
<b>C</b>	<b>Participating in Prevention and Advocacy</b>	<b>5%</b>
1	Provide information on awareness and prevention of communication, developmental, and/or swallowing disorders to at risk individuals and their caregivers	

2	Advocate for individuals and caregivers with respect to societal expectations, cultural beliefs, and linguistic differences (e.g., difference versus disorder, accent modification)	
3	Provide information to emergency responders regarding individuals who have communication, developmental, and/or swallowing disorders	
4	Advocate at the local, state, and national levels for public policies to improve access to services and research funding	
<b>TOTAL</b>		<b>100%</b>

Source: American Speech and Hearing Association (ASHA) (November 2018). *SLPA Exam Blueprint*. <https://www.asha.org/uploadedFiles/ASHA/associates/SLPA-Exam-Blueprint.pdf>

# Appendix C

## SLPA

### Internship

### Forms



## Speech Language Pathology Assistant Competencies Midterm & Final Evaluation

SLPA Student: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising SLP: \_\_\_\_\_

ASHA # \_\_\_\_\_

Internship Site: \_\_\_\_\_

Please complete the following evaluation form by circling the appropriate number in the rating column according to the following criteria:

**0 = No knowledge or experience about this topic**

**1 = Knows little about this topic and needs lots of guidance**

**2 = Understands this topic, but still needs some guidance to be independent**

**3 = Knows this information and completes this activity independently**

**n/a = No opportunity to perform this skill**

**This evaluation should be completed following the first 8 weeks of direct treatment (around mid-term) and after the final 100(+) hours of direct treatment (final).**

Interpersonal Skills	Rating				
Greets clients and families appropriately and identifies self as an SLPA	0	1	2	3	n/a
Restates information & concerns from client, family, or caregivers to supervising SLP as appropriate	0	1	2	3	n/a
Communication is courteous, respectful, and appropriate to the situation	0	1	2	3	n/a
Uses language appropriate to client, family, or caregiver's educational level, communication style, developmental age, communication disorder, and emotional state	0	1	2	3	n/a
Demonstrates awareness of client needs and cultural values	0	1	2	3	n/a
Other:	0	1	2	3	n/a
Conduct in Work Setting	Rating				
Recognizes own limitations within the ASHA-approved SLPA scope of practice	0	1	2	3	n/a
Upholds ethical behavior and maintains confidentiality as described in the ASHA SLP Assistant Scope of practice	0	1	2	3	n/a
Maintains client records in accordance with confidentiality regulations as prescribed by HIPAA or FERPA regulations.	0	1	2	3	n/a
Identifies self as an assistant in all written and oral communications	0	1	2	3	n/a
Clearly articulates to the supervising SLP the scope of information that should be discussed with clients, families, caregivers, and other professionals	0	1	2	3	n/a
Arrives punctually and is prepared for work-related activities	0	1	2	3	n/a
Completes documentation and other tasks in a timely manner	0	1	2	3	n/a

Maintains personal appearance and language appropriate for the work setting	0	1	2	3	n/a
Seeks clarification from supervising SLP as needed to follow the prescribed treatment plans or screening protocol	0	1	2	3	n/a
Actively demonstrates use of supervisor's feedback	0	1	2	3	n/a
Evaluates own performance with recognition of need for modifications, if applicable	0	1	2	3	n/a
Follows program and internship setting policy & procedures	0	1	2	3	n/a
<b>Technical/Treatment Skills</b>	<b>Rating</b>				
Accurately administers screening instruments and calculations, and reports results to supervising SLP	0	1	2	3	n/a
Provides preview/instructions that are clear, concise & appropriate to client's developmental age, level of understanding, language use and communication style	0	1	2	3	n/a
Demonstrates adequate preparation for treatment sessions	0	1	2	3	n/a
Demonstrates appropriate enthusiasm and conversational volume throughout treatment sessions	0	1	2	3	n/a
Communicates treatment targets to client(s) consistently at the beginning of each session.	0	1	2	3	n/a
Follows treatment plan as prescribed by supervising SLP	0	1	2	3	n/a
Implements treatment objectives in appropriate sequence	0	1	2	3	n/a
Appropriately paces treatment session to ensure maximal positive client response	0	1	2	3	n/a
Starts & ends treatment sessions on time	0	1	2	3	n/a
Identifies and describes relevant client responses to supervising SLP	0	1	2	3	n/a
Uses appropriate stimuli, cues, and prompts with the client to elicit target behaviors as defined by treatment protocol (e.g. wait time, modeling, demonstrating, questioning, etc.)	0	1	2	3	n/a
Provides specific corrective feedback appropriate to the target.	0	1	2	3	n/a
Guides client to self-evaluate performance during treatment	0	1	2	3	n/a
Consistently and accurately takes data during the session	0	1	2	3	n/a
Provides appropriate feedback to client regarding response accuracy	0	1	2	3	n/a
Communicates clear behavioral expectations to client	0	1	2	3	n/a
Maintains on-task or redirects off-task behavior of clients in individual or group treatment consistent with developmental age, communication style and disorder	0	1	2	3	n/a
Accurately reviews data & summarizes performance to client(s) following treatment sessions.	0	1	2	3	n/a
Uses age-appropriate & culturally sensitive treatment materials appropriate to client's developmental age & communication disorder	0	1	2	3	n/a
Obtains co-signature of supervising SLP on all written documentation	0	1	2	3	n/a
Uses professional terminology correctly with supervising SLP	0	1	2	3	n/a
Maintains legible & accurate records, log notes, & written communication	0	1	2	3	n/a

Areas of Strength:

Midterm Goal(s):

Final – Goal(s) met/not met (comments)

Supervising SLP Signature: \_\_\_\_\_

SLPA Student Signature: \_\_\_\_\_

Total Points: \_\_\_\_\_

Based on: American Speech language Hearing Association (2004, draft). Guidelines for the training, use and supervision of speech language pathology assistant

**Laramie County Community College  
Speech Language Pathology Assistant Program  
Internship Treatment Competency Skills Assessment**

SLPA Student: \_\_\_\_\_ Site: \_\_\_\_\_

Date: \_\_\_\_\_ SLP Supervisor Signature: \_\_\_\_\_

The following rating categories are used to rate student progress in treatment skills.

0 = Knows little about this skill and needs lots of guidance

1 = Understands this skill, but still needs some guidance to be independent

2 = Knows this information and completes this activity independently

**All twos (2s) must be achieved in every category on three (3) Competency Skills Assessment forms by the end of the internship.**

Session Design	
	Clear pre-instruction given for each target behavior
	Appropriate interpersonal skills, establishing rapport, motivating client
	Poised, confident demeanor
	Appropriate pace and adequate number of targets elicited for treatment session
	Creative & appropriate treatment materials
	Summarizes the client's performance during the session
Key Teaching Strategies	
	Target behaviors are prompted or modeled accurately
	Target-specific feedback provided consistently
	Target-specific correction provided consistently
	Modifies treatment strategies or materials within session to meet client needs
	Demonstrates self-reflection to improve future performance
Data Collection	
	Writes & follows an appropriate treatment objective throughout sessions
	Accurately judges responses as correct/incorrect
	Consistent, accurate data collection
	Data from previous session used to determine current treatment tasks
	Reports data including modifications made during treatment to the supervising SLP
Behavior Modification	
	Uses strategies for maintaining on-task behavior
	Positive reinforcement utilized throughout treatment session
	Ignores attention-seeking behaviors when appropriate
Comments:	



Enter the total number of treatment minutes in the appropriate boxes. See a description of the categories on the following page. A weekly form with the supervising SLP's signature confirming the time needs to be uploaded into the SLPA 2970 Canvas submission folder.

### SLPA INTERSHIP DIRECT TREATMENT – SLPA 2970 – MIN. 100 HOURS TOTAL

SLPA Student \_\_\_\_\_

Date	TX or Screening	Speech Direct Time			Language Direct Time				Audiology Direct Hours			
		Artic	Fluency	Voice/Resonance	Rec/Exp Language	Cognitive Communication	Social Communication	AAC/Modalities	Hearing	Hearing Aids	Auditory Processing	
01/01/25	TX	20										
01/01/25	TX				60							
01/01/25	Screening	10										
01/01/25	Screening								10			
01/02/25	TX							45				
01/02/25	TX				20							
01/03/25	TX		30									
<b>Total Minutes</b>		30	30		80 min			45			10	

Total Weekly Minutes 195 minutes
----------------------------------

Supervising SLP Signature \_\_\_\_\_

## **SLPA Internship Direct Treatment Categories**

**Articulation:** *speech disorders or phonological disorders*

**Fluency:** *stuttering or cluttering*

**Voice/Resonance:** *voice disorder, hypernasality, hyponasality*

**Receptive/Expressive:**

- *reading, writing, speaking, listening,*
- *content, or form*

**Cognitive Communication:** *executive functioning, working memory*

**Social Communication:** *pragmatic language skills*

**AAC/Modalities** – *alternative modes of communication---AAC, sign language, gesturing, picture communication*

**Hearing** – *hearing screenings*

**Hearing aids** – *assisting with hearing aid management*

**Auditory processing** – *auditory discrimination, auditory memory, auditory sequencing*



## SLPA INTERSHIP TIME CARD – SLPA 2970 – MIN. 270 HOURS

Enter total hours worked in the appropriate box. Students should be at the internship site for approximately 20 hours per week to meet clinical time requirements. Depending upon when your internship is scheduled, students may take up to 1 hour for lunch, but breaks are **NOT** to be included in total time.

Student Signature \_\_\_\_\_ SLP Signature \_\_\_\_\_

Week of:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total per week:				
SLP Signature:				
Week of:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total per week:				
SLP Signature:				
Week of:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total per week:				
SLP Signature:				
Week of:				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total per week:				
SLP Signature:				

**Total Internship Hours** \_\_\_\_\_





### **SLPA Student Internship Confidentiality Statement**

The federal Families Education Rights and Privacy Act (FERPA), the federal Health Insurance Portability and Accountability Act (HIPAA), and their respective regulations protect the confidentiality of medical, educational, and personal information of students. Such information may not be disclosed except as authorized by law or as authorized by student's parent/legal guardian. These privacy laws and regulations apply to all persons, including SLPA internship students. All SLPA internship students are required to agree to and sign this confidentiality statement.

I understand that, as a SLPA intern, I may see, hear, or be exposed to confidential information about students, such as medical information, information about a student's disability, educational performance, and educational services received, or other educationally related information about a student.

I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information. I will not access, use, or disclose any confidential information outside of my internship.

I understand that if I breach any provision of this Agreement, I may be subject to civil or criminal liability. In addition, I may face possible failure of the course/program which may lead to immediate suspension and/or subsequent dismissal. (See Section 14 of the HSW Student Handbook).

---

SLPA Student's Name (Please Print)

---

SLPA Student's Signature

---

Date

# Appendix D

# Technical Standards

# Technical Standards

Graduates of this program, as entry-level SLP Assistants, will be able to work under the direct supervision of licensed or certified speech language pathologists to provide clerical support, administer speech, language and hearing screenings, assist in communication assessments, provide articulation and language therapy services, and assist with documentation of speech language pathology services in educational or medical settings. On occasion, the job may also require the ability to tolerate physically and mentally taxing workloads. The ability to adapt to changing environments, display flexibility and function effectively under stress and in uncertain conditions are also important job requirements.

To satisfy the requirements of the position and those of the program, certain essential functions must be performed in a satisfactory manner. These are outlined below.

The student must have the ability to:

- Accurately administers screening instruments, calculates and reports the results of screening procedures to supervising SLP
- Provides instructions that are clear, concise, and appropriate to the client's developmental age, level of understanding, language use, and communication style
- Follows treatment protocol as developed and prescribed by supervising SLP
- Provides appropriate feedback to patients/clients as to the accuracy of their responses
- Identifies and describes relevant patient/client responses to supervising SLP
- Identifies and describes relevant patient/client, family, and caregiver behaviors to supervising SLP
- Uses appropriate stimuli, cues/prompts with the patient/client to elicit target behaviors as defined in the treatment protocol
- Maintains on-task or redirects off-task behavior of patients/clients in individual or group treatment, consistent with the patient/client's developmental age, communication style and disorder
- Provides culturally appropriate behavioral reinforcement consistent with the patient/client's developmental age and communication disorder
- Accurately reviews and summarizes patient/client performance
- Uses treatment materials that are appropriate to the developmental age and communication disorder of the patient/client and the culture of the patient/client/family.
- Starts and ends the treatment session on time
- Obtains co-signature of supervising SLP on documentation
- Accurately records target behaviors as prescribed by supervising SLP
- Accurately calculates chronological age of the patient/client
- Correctly calculates and determines percentages, frequencies, averages and standard scores
- Uses professional terminology correctly in communication with supervising SLP
- Maintains eligible records, log notes, and written communication
- Appropriately paces treatment session to ensure maximum patient/client response
- Implements designated treatment objectives/goals in specific appropriate sequence

If the applicant is unable to perform any of the designated tasks, upon request LCCC will make reasonable accommodations if these accommodations don't constitute an undue hardship on LCCC and that those accommodations do not interfere with the performance of any essential functions of a SLPA's duties.

<http://asha.org>

[http://www.speechandhearing.ca.gov/board\\_activity/meetings/materials\\_20170801.pdf](http://www.speechandhearing.ca.gov/board_activity/meetings/materials_20170801.pdf)

<http://speech.wyo.gov/>

**Appendix E**  
**Unsatisfactory Performance**  
**Contract**

LARAMIE COUNTY COMMUNITY COLLEGE  
SLPA PROGRAM  
UNSATISFACTORY PERFORMANCE CONTRACT

Due to my increasing difficulty in meeting the objectives and goals of the program, I am aware that I must meet the conditions identified below in order to remain in the SLPA Program.

On \_\_\_\_\_, I met with the Program Director and instructor or a counselor to evaluate my meeting the conditions to remain in/reenter the program.

Conditions:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor or SLP Internship Supervisor

I have satisfactorily met the conditions of this contract.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor or SLP Internship Supervisor

Appendix F  
Observation Forms  
and  
Trajecsys Observation  
Reporting Directions



**SLPA Student Confidentiality Statement for Classroom or Treatment Observations**

The federal Families Education Rights and Privacy Act (FERPA), the federal Health Insurance Portability and Accountability Act (HIPAA), and their respective regulations protect the confidentiality of medical, educational, and personal information of students. Such information may not be disclosed except as authorized by law or as authorized by student’s parent/legal guardian. These privacy laws and regulations apply to all persons, including all persons conducting observations in educational settings. All observers are required to agree to and sign this confidentiality statement.

I understand that, as an observer, I may see, hear, or be exposed to confidential information about students, such as medical information, information about a student’s disability, educational performance, and educational services received, or other educationally related information about a student.

I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information. I will not access, use, or disclose any confidential information outside of my observation.

I understand that if I breach any provision of this Agreement, I may be subject to civil or criminal liability. In addition, I may face possible failure of the course/program which may lead to immediate suspension and/or subsequent dismissal. (See Section 14 of the HSW Student Handbook).

\_\_\_\_\_  
SLPA Student’s Name (Please Print)

\_\_\_\_\_  
SLPA Student’s Signature

\_\_\_\_\_  
Date





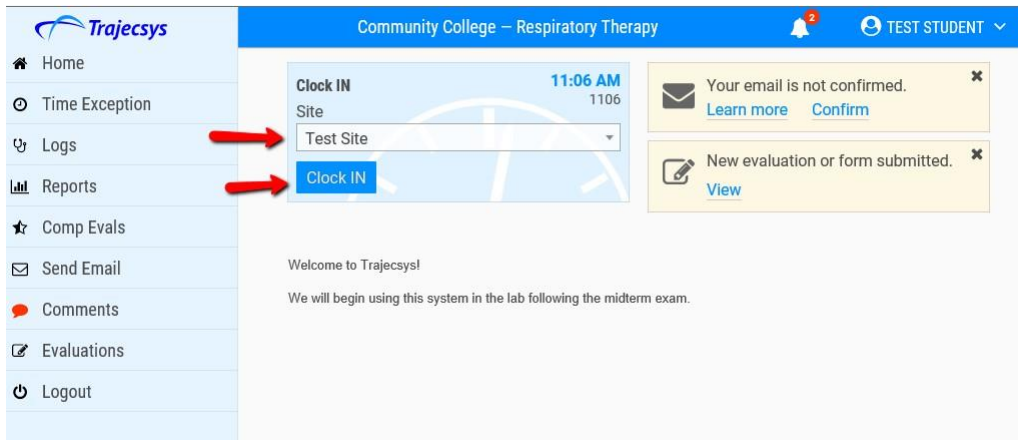
# Recording Time Records in Trajecsys

## Logging into Trajecsys

Log into Trajecsys on a computer or on a smart phone (if your program allows smart phone clock records) at this link: <https://www.trajecsys.com/programs/login.aspx>.

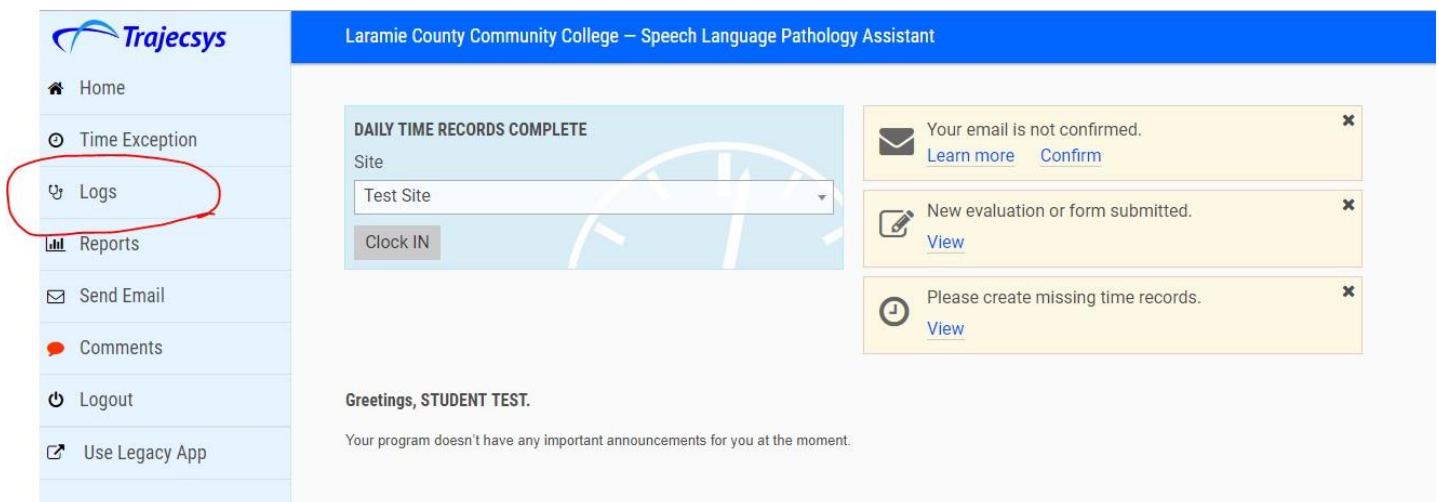
## Clocking In and Out

Each time a student completes an observation, he/she will log in on a computer (or smart phone) and select “Observation” from the “site” dropdown box and then clock “Clock IN”. This is the screen on a computer:




## Logging your Observation

Click on “logs”



# Fill in the “Date”, “Site”, and then “Add Logsheets”



Laramie County Community College – Speech Language Pathology Assistant

- Home
- Time Exception
- Logs
- Reports
- Send Email
- Comments
- Logout
- Use Legacy App

### Daily Logsheets

**STUDENTS, please add the ASHA number for the SLP in the comments section of each logsheet. You MUST INCLUDE A SPACE after the first five digits of the ASHA number; otherwise, the system will flag the string as a possible HIPAA violation.**

**Example: ASHA number is 12345678. You will enter 12345 followed by a space and then 678.**

**Date**  **Site**

Retain values on logsheet submissions ([clear](#))

Supervising Employee ([New](#)):

**Add Logsheets** Last 20 records

Toggle the **correct age group** of your observation.

Major Study [X]

Simulation

Obs-Birth to 3 Years

Obs-Lower Elementary Grades K-2

Obs-High School Grades 9-12

Obs-Middle School Grades 6-8

Obs-Post High School

Obs-Preschool 3-5

Obs-Upper Elementary Grades 3-5

Fieldwork Indirect Service

Fieldwork Direct Service-Birth to 3 Years

Fieldwork Direct Service-Preschool 3-5 years

Fieldwork Direct Service-Lower Elementary Grades K-2

Fieldwork Direct Service-Upper Elementary Grades 3-5

Fieldwork Direct Service-Middle School Grades 6-8

Fieldwork Direct Service-High School Grades 9-12

Fieldwork Direct Service-Post High School

Tricare Report System

Indicate the **“skill”** you observed:

Skill [X]

← Back

Q Quick Search

Articulation and Intelligibility

Cognitive Therapy and Social Aspects

Communication Modalities Sign Language and AAC

Fluency, Voice and Swallowing

Hearing, Hearing Aids and Auditory Processing

Language

Screening and Evaluation

Click “observed”

Participation Level

← Back

Observed

If you do not see the name of the SLP you observed, you will need to add it:

Supervising Employee

← Back

New Supervising SLP

JACKSON, MARY

JOE, JOE

JOHN, ELTON

KIRKBRIDE, MICHELLE

MCCARTNEY, PAUL

SALSGIVER, AMY

STREISAND, BARBRA

TORNEY, SUE

Once you see the SLP’s name on your list, click on it. You will now need to log your time of observation:

Time Spent

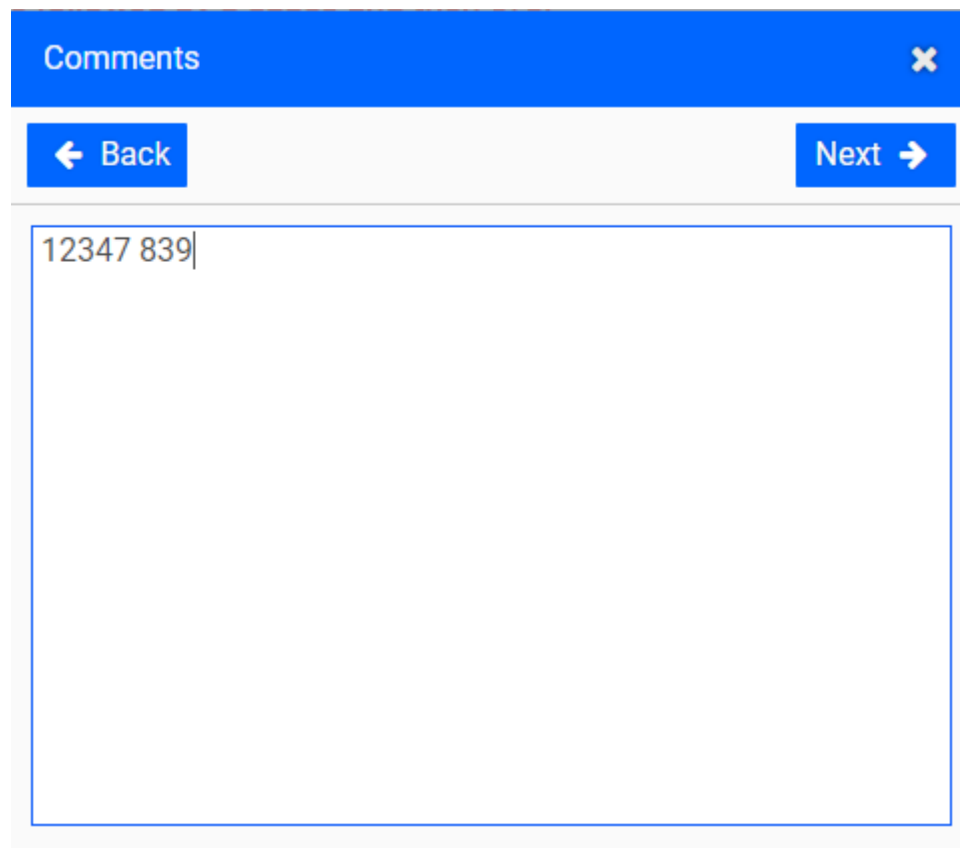
← Back

Next →

Hours			Minutes			
00	01	02	00	05	10	15
03	04	05	20	25	30	35
06	07	08	40	45	50	55

00:00

On the Comments page you HAVE to put in the ASHA number of the SLP you are observing. This 8 digit number needs to be inputted as a 5 digit # with a space and then the last 3 numbers. (##### ###) See example. This is the only place we can track the ASHA certification of the SLP you are observing.



The screenshot shows a web interface for entering comments. At the top is a blue header bar with the word "Comments" on the left and a close button (an 'x' icon) on the right. Below the header is a navigation bar with a "Back" button on the left and a "Next" button on the right, both with arrows. The main area is a large text input field with a blue border. Inside the field, the text "12347 839" is entered, with a cursor at the end of the text.

Once you click “next” you will see your observation hours logged.

When you are finished logging all your observation times for that day, you will need to “log out”

The SLPA Program Director has access to these logs and will be keeping track of your hours along with you.

You can view your total hours under “reports” on the left-hand menu.

**Appendix G**  
**ASHA's**  
**SLPA Scope of Practice**



**ASHA**  
American  
Speech-Language-Hearing  
Association

# SCOPE OF PRACTICE FOR THE SPEECH- LANGUAGE PATHOLOGY ASSISTANT (SLPA)

AD HOC COMMITTEE TO UPDATE THE SCOPE OF PRACTICE FOR SPEECH-LANGUAGE PATHOLOGY  
ASSISTANTS

Reference this material as: American Speech-Language-Hearing Association. (2022). *Speech-language pathology assistant scope of practice* [Scope of Practice]. Available from [www.asha.org/policy](http://www.asha.org/policy).

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## TABLE OF CONTENTS

- [About This Document](#)
- [Dedication](#)
- [Acknowledgements](#)
- [Executive Summary](#)
- [Introduction](#)
- [Statement of Purpose](#)
- [Minimum Requirements for an SLPA](#)
  - [Three Educational Options](#)
  - [Additional Requirements](#)
- [Expectations of an SLPA](#)
- [Responsibilities Within the Scope of Practice for SLPAs](#)
- [Service Delivery](#)
- [Culturally Responsive Practices](#)
  - [Responsibilities for SLPs and SLPAs](#)
  - [Responsibilities for Practitioners Who Use Multiple Languages](#)
- [Administrative Support](#)
- [Prevention and Advocacy](#)
- [Responsibilities Outside the Scope of Practice for Speech-Language Pathology Assistants](#)
- [Practice Settings](#)
- [Ethical Considerations](#)
- [Liability Issues](#)
- [Guidelines for SLP Supervision of SLPAs](#)
  - [Minimum Qualifications for a Supervising SLP](#)
  - [Expectations for the Supervising SLP](#)
  - [Supervision of SLPAs](#)
  - [SLP-to-SLPA Ratio](#)
  - [Requirements for the Frequency and Amount of Supervision](#)
- [Conclusion](#)
- [Definitions](#)
- [References](#)

## ABOUT THIS DOCUMENT

This Scope of Practice for the Speech-Language Pathology Assistant (SLPA) was developed by the American Speech-Language-Hearing Association (ASHA) Ad Hoc Committee to Update the Scope of Practice for Speech-Language Pathology Assistants (hereafter, “the Ad Hoc Committee”). In January 2021, the ASHA Board of Directors approved a resolution for the development of the ad hoc committee to complete this task. Members of the committee were Jerrold Jackson, MA, CCC-SLP (chair, Texas),

Tyler T. Christopoulos, PhD, CCC-SLP (Utah), Erin Judd, C-SLPA (Minnesota), Ashley Northam, CCC-SLP (Oregon), Katie Orzechowski, MS, CCC-SLP (Illinois), Jennifer Schultz, MA, CCC-SLP (South Dakota), Nancy Thul, MS, CCC-SLP (Minnesota), Nicole Wilson-Friend, C-SLPA (California), and Lemmietta McNeilly, PhD, CCC-SLP (ex officio). Linda I. Rosa-Lugo, EdD, CCC-SLP, Vice President for Speech-Language Pathology Practice, served as the Board liaison. The composition of the Ad Hoc committee included ASHA-certified speech-language pathologists (SLPs) and SLPAs with specific knowledge and experience working with/as support personnel in clinical practice in schools, health care, and/or private practice settings.

This document is intended to provide guidance for SLPAs and their SLP supervisors regarding ethical considerations related to the SLPA practice parameters. It addresses how services performed by SLPAs should be utilized and what specific responsibilities are within and outside their roles of clinical practice. This information was developed by analyzing current practice standards, certification requirements, methods of academic and clinical training (from academic program directors, clinical educators, etc.), and feedback from stakeholders in communication sciences and disorders. Given that standards, state credentialing (e.g., licensure, etc.), and practice issues vary from state to state, this document's purpose is to provide information regarding ASHA's guidelines for the use of SLPAs for the treatment of communication disorders across practice settings.

## DEDICATION

In loving memory of Steve Ritch, whose dedication, commitment, and perseverance contributed to ensuring integrity and quality in addressing the topic of SLPAs within the ASHA structure.

## ACKNOWLEDGEMENTS

We would like to acknowledge others who provided feedback and insights that aided in the development of this document. The Ad Hoc Committee would also like to acknowledge the expertise shared by Marianne Gellert-Jones, MA, CCC-SLP (Pennsylvania), Ianessa Humbert, PhD, CCC-SLP (Washington, D.C.), and Rosemary Montiel, C-SLPA (California).

## EXECUTIVE SUMMARY

ASHA has identified critical shortages of speech-language pathologists (SLP) in all regions of the country, particularly in school settings. These shortages impede the ability of individuals with communication and related disorders to reach their full academic, social, and emotional potential. The use of speech-language pathologist assistants (SLPAs) is an essential element of aiding those professionals who provide services and individuals who rely on such services. It is the position of ASHA that the use of any support personnel be done with the explicit purpose of support for the SLP rather than used as an alternative.

This scope of practice presents minimum recommendations for the training, use, and supervision of speech-language pathology assistants. SLPAs perform tasks as prescribed, directed, and supervised by

ASHA-certified and/or state-credentialed SLPs. Support personnel can be used to increase the availability, frequency, and efficiency of services.

Some tasks, procedures, or activities used to treat individuals with communication and related disorders can be successfully performed by individuals other than SLPs if the persons conducting the activity are properly trained and supervised by ASHA-certified and/or state-credentialed SLPs. The use of evidence as well as ethical and professional judgment should be at the heart of the selection, management, training, supervision, and use of SLPAs.

This scope of practice specifies the minimum qualifications and responsibilities for an SLPA and delineates the tasks that are the exclusive responsibilities of the SLP. In addition, the document provides guidance regarding ethical considerations when SLPAs provide clinical services and outlines the supervisory responsibilities of the supervising SLP.

## INTRODUCTION

The *Scope of Practice for the SLPA* provides information regarding the training, use, and supervision of assistants in speech-language pathology – a designation that ASHA established to be applicable in a variety of work settings. Training for SLPAs should be based on the type of tasks specified in their scope of responsibility. Specific education and training may be necessary to prepare assistants for unique roles in various professional settings.

ASHA has addressed the topic of support personnel in speech-language pathology since the 1960s. In 1967, the ASHA Executive Board established the Committee on Supportive Personnel and, in 1969, the document ASHA Legislative Council (LC) approved the document *Guidelines on the Role, Training and Supervision of the Communicative Aide*. In the 1990s, several entities—including committees, a task force, and a consensus panel—were established and the LC approved a position statement, technical report, guidelines, and curriculum content for support personnel. In 2002, ASHA developed an approval process for SLPA programs, and in 2003 ASHA established a registration process for SLPAs. Both were discontinued by vote of the LC because of fiscal concerns. In 2004, the LC approved a position statement on the training, use, and supervision of support personnel in speech-language pathology. Since then, the number of SLPAs has increased primarily in schools and private practice settings. ASHA members in many states continue to request specific guidance from ASHA. In 2016, the ASHA Board of Directors (BOD) completed a feasibility study for the standardization of requirements for assistants; that study demonstrated strong support for certifying assistants, across all stakeholders. The ASHA BOD voted to approve the Assistants Certification program in 2017. In December 2020, the ASHA Assistants Certification Program launched; this program sets standards for the practices and operations for SLPAs as well as for audiology assistants.

**This document does not supersede federal legislation and regulation requirements or any existing state credentialing laws, nor does it affect the interpretation or implementation of such laws.** The

document may serve, however, as a guide for the development of new laws or, at the appropriate time, for revising existing licensure laws.

## STATEMENT OF PURPOSE

The purpose of this document is to define what is within and outside the scope of responsibilities for SLPAs who work under the supervision of properly credentialed SLPs. The following aspects are addressed:

- parameters for education and professional development for SLPAs
- SLPAs' responsibilities within and outside the scope of practice
- varied practice settings
- information for others (e.g., special educators, parents, consumers, health professionals, payers, regulators, members of the general public) regarding services that SLPAs perform
- information regarding the ethical and liability considerations for the supervising SLP and the SLPA
- supervisory requirements for the SLP and the SLPA.

## MINIMUM REQUIREMENTS FOR AN SLPA

An SLPA must complete an approved course of academic study, complete a supervised clinical experience, successfully pass the ASHA Assistants Certification Exam, **meet credentialing requirements for the state in which they practice**, and receive orientation as well as on-the-job training of SLPA responsibilities specific to the setting.

The minimum educational, clinical, and examination requirements for all SLPAs are outlined in the subsections below:

## THREE EDUCATIONAL OPTIONS

An SLPA has three educational options:

1. Completion of an SLPA program from a regionally accredited institution (e.g., an associate degree, a technical training program, a certificate program).

**OR**

2. Receipt of a bachelor's degree in communication sciences and disorders from a regionally accredited institution AND completion of [ASHA education modules](#).

**OR**

3. Receipt of a bachelor's degree in a field other than communication sciences and disorders AND completion of [ASHA education modules](#) AND successful completion of coursework from a regionally or nationally accredited institution in all of the following areas:
  - introductory or overview course in communication disorders
  - phonetics
  - speech sound disorders
  - language development

- language disorders
- anatomy and physiology of speech and hearing mechanisms

## ADDITIONAL REQUIREMENTS

In addition to having satisfied one of the above three educational options, the SLPA must also meet all the following three requirements:

1. Completion of a supervised clinical experience that consists of a minimum of one hundred (100) hours under the direct supervision of an ASHA certified SLP. The supervising SLP must meet all [ASHA certification and supervising requirements](#) and state credentialing requirements.
2. Achieve a passing score on the [ASHA Assistants Certification Exam](#).
3. Meet all [state credentialing requirements](#).

## EXPECTATIONS OF AN SLPA

The following list details of the roles and performance expectations of an ASHA-certified SLPA:

- Adhere to all applicable state laws and rules regulating the practice of speech-language pathology.
- Adhere to the responsibilities for SLPAs specified in this scope of practice document and in state requirements.
- Avoid performing tasks or activities that are the exclusive responsibility of the SLP.
- Perform only those tasks approved by the supervising SLP.
- Work only in settings for which the SLPA has been trained and in which state regulations allow for SLPA employment.
- Deliver services only with an ASHA-certified and state licensed SLP providing direct and indirect supervision on a regular and systematic basis. Frequency and type of supervision should be based on the SLPA's competencies, and the caseload need, both of which are determined by the supervising SLP.
- Conduct oneself ethically within the [ASHA Assistant's Code of Conduct](#) (ASHA, 2020b) and state ethical codes.
- Self-advocate for needed supervision and training and for adherence to this SLPA scope of practice and other requirements.
- Provide culturally responsive services while communicating and collaborating with students, patients, clients, the supervising SLP, colleagues, families, caregivers, and other stakeholders.
- Actively pursue continuing education and professional development activities.
- Obtain information regarding availability and need for liability insurance.

## RESPONSIBILITIES WITHIN THE SCOPE OF PRACTICE FOR SLPAS

The supervising SLP retains full legal and ethical responsibility for students, patients, and clients served but may delegate specific tasks to the SLPA. The SLPA may execute components of services as specified by the SLP in the plan of care. Services performed by the SLPA are only those within the scope of practice and are tasks that the SLPA has the training and skill to perform as verified by the supervising SLP. The SLP must provide appropriate and adequate direct and indirect supervision to ensure quality care for all persons served. The amount of supervision may vary depending on the case's complexity and the SLPA's experience. Under no circumstances should the use of an SLPA's services (a) violate the [ASHA Code of Ethics](#) (2016a) or the [ASHA Assistants Code of Conduct](#) (2020b) or (b) negatively impact the quality of services. An SLPA's services are designed to enhance the quality of care provided by the SLP.

Decisions regarding the tasks that are appropriate to assign to the SLPA should be made by the supervising SLP in collaboration with the SLPA. The SLPA is responsible for communicating their knowledge, experience, and self-assessment of competence with specific skills to the supervising SLP. It is the SLP's responsibility to observe the SLPA performing specific tasks; to provide feedback regarding clinical performance; to recommend or provide education and training to develop skills to meet the needs of the students, patients, and clients served; and to validate the SLPA's competence. The SLPA's competence in practice areas can be determined by observations, collaboration between the supervising SLP and the SLPA, as well as other resources deemed significant by the supervisor/supervisee pair.

If the SLPA has demonstrated the necessary competencies and the supervising SLP provides the appropriate amount and type of supervision, the SLPA may engage in or assigned to perform the following tasks:

- service delivery
- culturally responsive practices
- responsibilities for all practitioners
- responsibilities for practitioners who use multiple languages
- administration and support
- prevention and advocacy.

## SERVICE DELIVERY

The SLPA should engage in the following activities when performing necessary tasks related to speech-language service provision:

- Self-identifying (e.g., verbally, in writing, signage, titles on name badges, etc.) as an SLPA to students, patients, clients, families, staff, and others.
- Exhibiting compliance with federal, state, and local regulations including: The Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA); reimbursement requirements; and state statutes and rules regarding SLPA education, training, and scope of practice.
- Administering and scoring screenings for clinical interpretation by the SLP.

- Assisting the SLP during assessment of students, patients, and clients (e.g., setting up the testing environment, gathering and prepping materials, taking notes as advised by the SLP, etc.).
- Administering and scoring assessment tools that (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the supervising SLP has verified the SLPA's competence in administration, exclusive of clinical interpretation.
- Administering and scoring progress monitoring tools exclusive of clinical interpretation if (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the supervisor has verified the SLPA's competence in administration.
- Implementing documented care plans or protocols (e.g., individualized education plan [IEP], individualized family service plan [IFSP], treatment plan) developed and directed by the supervising SLP.
- Providing direct therapy services addressing treatment goals developed by the supervising SLP to meet the needs of the student, patient, client, and family.
- Adjusting and documenting the amount and type of support or scaffolding provided to the student, patient, or client in treatment to facilitate progress.
- Developing and implementing activities and materials for teaching and practice of skills to address the goals of the student, patient, client, and family per the plan of care developed by the supervising SLP.
- Providing treatment through a variety of service delivery models (e.g., individual, group, classroom-based, home-based, co-treatment with other disciplines) as directed by the supervising SLP.
- Providing services via telepractice to students, patients, and clients who are selected by the supervising SLP.
- Documenting student, patient, or client performance (e.g., collecting data and calculating percentages for the SLP to use; preparing charts, records, and graphs) and report this information to the supervising SLP in a timely manner.
- Providing caregiver coaching (e.g., model and teach communication strategies, provide feedback regarding caregiver-child interactions) for facilitation and carryover of skills.
- Sharing objective information (e.g., accuracy in speech and language skills addressed, participation in treatment, response to treatment) regarding student, patient, and client performance to students, patients, clients, caregivers, families and other service providers without interpretation or recommendations as directed by the SLP.
- Programming augmentative and alternative communication (AAC) devices.
- Providing training and technical assistance to students, patients, clients, and families in the use of AAC devices.
- Developing low-tech AAC materials for students, patients, and clients.
- Demonstrating strategies included in the feeding and swallowing plan developed by the SLP and share information with students, patients, clients, families, staff, and caregivers.

- Assisting students, patients, and clients with feeding and swallowing skills developed and directed by the SLP when consuming food textures and liquid consistencies.

## CULTURALLY RESPONSIVE PRACTICES

Cultural responsiveness has been described as providing individuals “with a broader perspective from which to view our behaviors as they relate to our actions with individuals across a variety of cultures that are different from our own” (Hyter & Salas-Provance, 2019, p.7).

Engaging in culturally responsive practices refers to the “explicit use of culturally based care and health knowledge in sensitive, creative, and meaningful ways” (Leininger, 2002, p. 84). It is important to remember that cultural and linguistic backgrounds exist on a continuum and not all individuals will exhibit characteristics of one group at any given time. Practitioners must meet the student, patient, client, and their families or caregivers in a space of mutual understanding and respect.

Not only is the supervising SLP responsible for engaging in these practices, but they should also train and provide support for the SLPA to develop these skills

## RESPONSIBILITIES FOR SLPS AND SLPAS

All practitioners have the following responsibilities related to cultural and linguistic supports:

- Adjust communication style and expectations to meet the needs of clients, patients, and students from different cultural groups and to provide services in a culturally responsive manner. For more information, see the ASHA Practice Portal on [Cultural Competence](#) [ASHA, n.d.-b].
- Provide information to families and staff regarding the influence of first language on the development of communication and related skills in a second language (under the direction of the supervising SLP).
- Develop an understanding of the family dynamic from a cultural perspective to effectively engage in meetings surrounding intake, discussions of the therapy plan of care and other communication scenarios surrounding practices for addressing communication concerns
- Engage in continuing education and training opportunities focusing on the assessment and intervention process when working with individuals from culturally and linguistically diverse backgrounds.

## RESPONSIBILITIES FOR PRACTITIONERS WHO USE MULTIPLE LANGUAGES

Based on prior training and experiences in working with multilingual students, patients or clients and their families, the SLPA may engage in the following tasks:

- Assist the SLP with interpretation and translation in the student’s, patient’s, or client’s first language during screening and assessment activities exclusive of clinical interpretation of results. For more information, see [Issues in Ethics: Cultural and Linguistic Competence](#) (ASHA 2017) and the ASHA Practice Portal Page on [Bilingual Service Delivery](#) (ASHA, n.d.-a)



- Interpret for students, patients, clients, and families who communicate using a language other than English, when the provider has received specialized training with interpreting skills in the student's, patient's, or client's first language. For more information, see [Issues in Ethics: Cultural and Linguistic Competence](#) (ASHA 2017) and the ASHA Practice Portal Page on [Bilingual Service Delivery](#) (ASHA, n.d.-a)
- Provide services in another language for individuals who communicate using a language other than English or for those who are developing English language skills. Such services are based on the provider's skills and knowledge of the language spoken by the student, patient, or client. For more information, see [Issues in Ethics: Cultural and Linguistic Competence](#) (ASHA 2017) and the ASHA Practice Portal Page on [Bilingual Service Delivery](#) (ASHA, n.d.-a).

## ADMINISTRATIVE SUPPORT

Depending on the setting, adequate training, and guidance from the supervising SLP, the SLPA may:

- assist with clerical duties and site operations (e.g., scheduling, recordkeeping, maintaining inventory of supplies and equipment);
- perform safety checks and maintenance of equipment, and
- prepare materials for screening, assessment, and treatment services.

## PREVENTION AND ADVOCACY

Depending on the setting, adequate training, and guidance from the supervising SLP, the SLPA may

- present primary prevention information to individuals and groups known to be at risk for communication and swallowing disorders;
- promote early identification and early intervention activities;
- advocate for individuals and families through community awareness, health literacy, education, and training programs to promote and facilitate access to full participation in communication—including addressing the social determinants of health and health disparities;
- provide information to emergency response agencies for individuals who have communication, swallowing, and/or related disorders;
- advocate at the local, state, and national levels for improved public policies affecting access to services and research funding;
- support the supervising SLP in research projects, in-service training, marketing, and public relations programs; and
- participate actively in professional organizations.

## RESPONSIBILITIES OUTSIDE THE SCOPE OF PRACTICE FOR SPEECH-LANGUAGE PATHOLOGY ASSISTANTS

There is potential for misuse of an SLPA's services, particularly when responsibilities are delegated by other staff members (e.g., administrators, nursing staff, physical therapists, occupational therapists, psychologists, etc.) without the approval of the supervising SLP. It is highly recommended that this *ASHA SLPA Scope of Practice* as well as the [ASHA Code of Ethics](#) (ASHA, 2016a) and the [ASHA Assistants Code of Conduct](#) (ASHA, 2020b) be reviewed with all personnel involved when employing an SLPA. It should be emphasized that an individual's communication and/or related disorders and/or other factors may preclude the use of services from anyone other than an ASHA-certified and/or licensed SLP. The SLPA should not perform any task without the approval of the supervising SLP. The student, patient, or client should be informed that they are receiving services from an SLPA under the supervision of an SLP.

**The SLPA should *NOT* engage in any of the following activities:**

- representing themselves as the SLP;
- interpreting assessment tools for the purpose of diagnosing disability, determining eligibility or qualification for services;
- administering or interpreting feeding and/or swallowing screenings, checklists, and assessments;
- diagnosing communication and feeding/swallowing disorders;
- developing or determining the feeding and/or swallowing strategies or precautions for students, patients, and clients;
- disclosing clinical or confidential information (e.g., diagnosis, services provided, response to treatment) either orally or in writing to individuals who have not been approved by the SLP to receive information unless mandated by law;
- writing, developing, or modifying a student's, patient's, or client's plan of care in any way;
- making referrals for additional services;
- assisting students, patients, and clients without following the individualized plan of care prepared by the ASHA certified SLP;
- assisting students, patients, and clients without access to supervision;
- selecting AAC systems or devices;
- treating medically fragile students, patients, and clients without 100% direct supervision;
- performing procedures that require specialized knowledge and training (e.g., vocal tract prosthesis shaping or fitting, vocal tract imaging);
- providing input in care conferences, case conferences, or any interdisciplinary team meeting without the presence or prior approval of the supervising SLP or other designated SLP;
- providing interpretative information to the student, patient, client, family, or others regarding the student's, patient's, or client's status or service;
- signing or initialing any formal documents (e.g., plans of care, reimbursement forms, reports) without the supervising SLP's co-signature;
- discharging a student, patient, or client from services.

## PRACTICE SETTINGS

Under the specified guidance and supervision of an ASHA-certified and/or state-credentialed SLP, SLPAs may provide services in a wide variety of settings, which may include, but are not limited to, the following:

- public, private, and charter elementary and secondary schools
- early intervention settings (e.g., homes, preschools, daycare settings)
- hospitals (inpatient and outpatient)
- residential health care settings (e.g., long-term care and skilled nursing facilities)
- nonresidential health care settings (e.g., adult daycare, home health services, and clinics)
- private practice settings
- university/college clinics
- research facilities
- corporate and industrial settings
- student's, patient's, or client's residences

## ETHICAL CONSIDERATIONS

ASHA strives to ensure that its members and certificate holders preserve the highest standards of integrity and ethical practice. ASHA maintains two separate documents that set forth the fundamentals of ethical conduct in the professions. The [ASHA Code of Ethics](#) (2016a) sets forth the fundamental principles and rules deemed essential for SLPs. This code applies to every individual who is (a) an ASHA member, whether certified or not, (b) a nonmember holding the ASHA Certificate of Clinical Competence, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification.

The [ASHA Assistants Code of Conduct](#) (2020b) sets forth the principles and fundamentals of ethical practice for SLPAs. The Assistants Code of Conduct applies to all ASHA-certified audiology and speech-language pathology assistants, as well as applicants for assistant certification. It defines the SLPA's role in the provision of services under the SLP's supervision and provides a framework to support decision-making related to the SLPA's actions. The Assistants Code of Conduct holds assistants to the same level of ethical conduct as the supervising SLP with respect to responsibilities to people served professionally, the public, and other professionals; however, it does not address ethics in supervision and other duties that are outside the SLPA Scope of Practice.

It is imperative that the supervising SLP and the SLPA are knowledgeable about the provisions of both codes and that they behave in a manner consistent with the principles and rules outlined in the ASHA Code of Ethics and the ASHA Assistants Code of Conduct. Because the ethical responsibility for students, patients, and clients--or for subjects in research studies--cannot be delegated, the supervising SLP takes overall responsibility for the actions of any SLPA when that SLPA is performing their assigned duties. If the SLPA engages in activities that violate the Assistants Code of Conduct, then the supervising SLP may be found in violation of the Code of Ethics--if it is found that adequate oversight has not been provided.

The following principles and rules of the Code of Ethics specifically address issues that are pertinent when an SLP supervises SLPAs in the provision of services or when conducting research. Failure to comply with principles and rules related to supervisory activities in the Code of Ethics or failure to ensure that the SLPA complies with the Assistants Code of Conduct could result in a violation of the Code of Ethics by the supervisor.

**Principle of Ethics I, Rule of Ethics A:** Individuals shall provide all clinical services and scientific activities competently.

**Guidance:**

The supervising SLP must ensure that all services, including those provided directly by the SLPA, meet practice standards, and are administered competently. The supervising SLP is responsible for providing training as needed or requested by the SLPA, identifying the services that the SLPA is competent to perform, monitoring the provision of those services to ensure quality of care, and intervening to correct the actions of the SLPA as needed.

**Principle of Ethics I, Rule of Ethics D:** Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

**Guidance:**

The supervising SLP must ensure that students, patients, clients, caregivers, and research subjects are informed of the title and qualifications of the SLPA. This is not a passive responsibility; that is, the supervisor must make this information easily available and understandable to the students, patients, clients, caregivers, and research subjects and not rely on the individual to inquire about or ask directly for this information.

**Principle of Ethics I, Rule of Ethics E:** Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

**Guidance:**

The supervising SLP is responsible for providing appropriate and adequate direct and indirect supervision to ensure that the services provided are appropriate and meet practice standards. The SLP must consider student, patient, or client needs and the SLPA's knowledge and skills to determine what constitutes appropriate supervision, which may be more than the minimum required in state regulations. The SLP must document supervisory activities and adjust the amount and type of supervision to ensure that the Code of Ethics and Assistants Code of Conduct are followed.

**Principle of Ethics I, Rule of Ethics F:** Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

**Guidance:**

The supervising SLP is responsible for monitoring the professional activities performed by the SLPA and ensuring that they remain within the guidelines set forth in the ASHA SLPA Scope of Practice and applicable state and facility guidelines. In some cases, ASHA requirements may differ from state regulations. ASHA requirements do not supersede state licensure laws or affect the interpretation or implementation of such laws. The supervising SLP should ensure that the highest standards of ethical conduct are maintained.

**Principle of Ethics II, Rule of Ethics A:** Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

**Guidance:**

The supervising SLP is responsible for ensuring that they have the skills and competencies needed to provide appropriate supervision. This includes completion of required continuing education in supervision and may include seeking additional continuing education in supervision to remain current in this area.

**Principle of Ethics II, Rule of Ethics E:** Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.

**Guidance:**

The supervising SLP must ensure that the SLPA only performs those activities that are defined as appropriate for the level of training and experience and in accordance with applicable state regulations and facility guidelines. If the SLPA exceeds the practice role that has been defined for them, the SLP must intervene to correct the actions of the SLPA as needed.

**Principle of Ethics III, Rule of Ethics D:** Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

**Guidance:**

States and third-party payers (e.g., insurance, Medicaid) vary in their policies regarding recognition of SLPAs as approved service providers, rate of reimbursement for assistant-level services, and other

policies. The supervising SLP and SLPA are jointly responsible for knowing and understanding federal and state regulations and individual payer policies, billing for services at the appropriate level, and providing the amount and type of supervision required by the payer when billing for SLPA services.

**Principle of Ethics IV, Rule of Ethics I:** Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

**Guidance:**

Because the SLPA provides services as an extension of those provided by the certified SLP, the SLP is responsible for ensuring the SLPA adheres to the Assistants Code of Conduct and monitoring the performance of the SLPA.

## LIABILITY ISSUES

Individuals who engage in the delivery of services to persons with communication and swallowing disorders are potentially vulnerable to accusations of engaging in unprofessional practices. Therefore, ASHA recommends that SLPAs secure liability insurance as a protection for malpractice. SLPAs should consider the need for liability coverage. Some employers provide it for all employees. Other employers defer to the employee to independently acquire liability insurance. Some universities provide coverage for students involved in practicum and fieldwork. Obtaining or verifying liability insurance coverage is the SLPA's responsibility and needs to be done prior to providing services.

## GUIDELINES FOR SLP SUPERVISION OF SLPAS

For SLPAs to practice, a supervising SLP must be identified. The following indicates considerations for the supervising SLP:

- qualifications for the supervising SLP
- expectations of the supervising SLP
- considerations for the ratio of SLPs to SLPAs
- requirements for frequency and duration of supervision.

## MINIMUM QUALIFICATIONS FOR A SUPERVISING SLP

The minimum qualifications for an SLP to supervise the SLPA include the following:

- Hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA and/or possess the necessary state-credentials
- Completion of a minimum of 9 months of experience after being awarded ASHA certification (i.e., completion of the 9-month Clinical Fellowship followed by 9 months of experience)
- Completion of a minimum of 2 hours of professional development in clinical instruction/supervision
- Adherence to state guidelines for supervision of the SLPA

- It is recommended that the professional development course taken in clinical instruction or supervision include content related to the supervision of SLPAs

## EXPECTATIONS FOR THE SUPERVISING SLP

In addition to the minimum qualifications listed above, the following are additional roles and behavior that are expected of the supervising SLP:

- Adhere to the principles and rules of the ASHA Code of Ethics (ASHA, 2016a)
- Adhere to applicable licensure laws and rules regulating the practice of speech-language pathology
- Conduct ongoing competency evaluations of the SLPAs
- Provide and encourage ongoing education and training opportunities for the SLPA consistent with competency and skills required to meet the needs of the students, patients, and clients served
- Develop, review, and modify treatment plans for students, patients, and clients that the SLPA implements under the supervision of the SLP
- Make all case management decisions
- Adhere to the supervisory responsibilities for SLPs
- Retain legal and ethical responsibility for all students, patients, and clients served
- Maintain an active interest in collaborating with SLPAs

## SUPERVISION OF SLPAS

The relationship between the supervising SLP and the SLPA is paramount to the welfare of the student, patient, or client. Because the clinical supervision process is a close, interpersonal experience, the supervising SLP should participate in the selection of the SLPA when possible. It is the SLP's responsibility to design and implement a supervision system that protects the students', patients', and clients' care and that maintains the highest possible standards of quality. The amount and type of supervision must meet (a) minimum requirements as specified in this document and (b) state requirements. Supervision must be based on (a) the needs, competencies, skills, expectations, philosophies, and experience of the SLPA and the supervisor; (b) the needs of students, patients, and clients served; (c) the service setting; (d) the tasks assigned; and (e) other factors. More intense supervision, for example, would be required in such instances as the orientation of a new SLPA; initiation of a new program, equipment, or task; or a change in student, patient, or client status (e.g., medical complications). Functional assessment of the SLPA's skills with assigned tasks should be an ongoing, regular, and integral element of supervision. SLPs and SLPAs should treat each other with respect and should interact in a manner that will provide the best possible outcomes for student, patient, and client care. It is also critical that the SLP and SLPA understand that their language, culture, and experiences will be different within the dyad and across the triad (SLP, SLPA, and patient, client, and student). It is expected that the practitioners stay grounded in cultural responsiveness and culturally responsive practices when engaged in all aspects of interactions.

As the SLP's supervisory responsibility increases, overall responsibilities will change because the SLP is responsible for the students, patients, and clients as well as supervision of the SLPA. Therefore, adequate time for direct and indirect supervision of the SLPA(s) and caseload management must be allotted as a critical part of the SLP's workload. The purpose of the assistant level position is not to significantly increase the caseload size for SLPs. The specialized skills should be utilized to support the SLP with the care of individuals on the SLP's caseload. Under no circumstances should an assistant have their own caseload.

Diagnosis, treatment, and support of the students, patients, and clients served remains the legal and ethical responsibility of the supervisor. Therefore, the level of supervision required is considered the minimum level necessary for the supervisor to retain direct contact with the students, patients, and clients. The supervising SLP is responsible for designing and implementing a supervisory plan that protects consumer care, maintains the highest quality of practice, and documents the supervisory activities.

## SLP-TO-SLPA RATIO

The supervising SLP should determine the appropriate number of assistants whose practice can be supervised within their workload. Although more than one SLP may provide supervision of an SLPA, it is recommended that the SLP not supervise or be listed as a supervisor for more than three full-time equivalent (FTE) SLPAs in any setting. The number of SLPAs who can be appropriately supervised by a single SLP will depend on a variety of factors including caseload characteristics, SLPA experience, and SLP experience. The SLP is responsible for determining how many SLPAs can be supervised while maintaining the highest level of quality for services provided. When multiple SLPs supervise a single SLPA, it is critical that the supervisors coordinate and communicate with each other so that they collectively meet minimum supervisory requirements and ensure that they maintain the highest quality of services.

## REQUIREMENTS FOR THE FREQUENCY AND AMOUNT OF SUPERVISION

Supervision requirements may vary based on a variety of factors. The amount and type of supervision required must be consistent with (a) the SLPA's skills and experience; the needs of the students, patients, and clients; (c) the service setting; (d) the tasks assigned; and (e) the laws and regulations that govern SLPAs. To ensure adequate and appropriate supervision, the supervising SLP should outline their expectations in collaboration with the SLPA. As the relationship continues to develop over time, the SLP/SLPA team can decide how and to what extent supervision is needed.

Before the SLPA begins to provide support independently, the supervising SLP must have first contact with all individuals on the caseload. "First contact" includes establishing rapport, gathering baseline data, and securing other necessary documentation to begin (or continue) the plan of care for the student, patient, or client. As the SLP/SLPA team dynamic continues to develop beyond the initial onboarding, minimum ongoing supervision must always include documentation of direct supervision provided by the SLP for each student, patient, or client **at least every 30–60 days (depending on frequency of visits/sessions and setting).**



The SLP can adjust the amount of supervision if they determine that the SLPA has met appropriate competencies and skill levels in treating students, patients, and clients who have a variety of communication disorders. Data on every student, patient, and client serviced by the SLPA should be reviewed by the supervisor in regular intervals and can be considered “indirect supervision.” Supervisors should arrange designated days and times of day (morning or afternoon) in such a way that all students, patients, and clients receive direct contact with the supervising SLP.

The supervising SLP must accurately document and regularly record all supervisory activities, both direct and indirect. Further, 100% direct supervision (synchronous or “live” telesupervision is acceptable) of SLPAs for medically fragile students, patients, or clients is required.

The supervising SLP is responsible for designing and implementing a supervisory plan, which ensures that the SLP maintains the highest standard of quality care for students, patients, and clients. A written supervisory plan is a tangible way to document progress and outline the practices of the supervising SLP and the SLPA. Care of the student, patient, or client remains the supervisor’s responsibility.

Direct supervision means in-view observation and guidance while the SLPA is performing a clinical activity. This can include the supervising SLP viewing and communicating with the SLPA via telecommunication technology as the SLPA provides clinical services, this scenario allows the SLP to provide ongoing immediate feedback. Direct supervision does not include reviewing an audio or video recorded session later.

Supervision feedback should provide information about the quality of the SLPA's performance of assigned tasks and should verify that clinical activity is limited to tasks specified in the list of an SLPA's ASHA-approved responsibilities. Information obtained during direct supervision may include, but is not limited to, data relative to (a) agreement (reliability) between the SLPA and the supervisor on correct or incorrect recording of target behavior, (b) accuracy implementing assigned treatment procedures, (c) accuracy recording data, and (d) ability to interact effectively with the student, patient, or client during presentation and implementation of assigned procedures or activities.

Indirect supervision does not require the SLP to be physically present or available via telecommunication while the SLPA is providing services. Indirect supervisory activities may include (a) reviewing demonstration videos; (b) reviewing student, client, or patient files; (c) reviewing and evaluating audio or video recorded sessions; and/or (d) conducting supervisory conferences either in person or via telephone and/or live, secure virtual meetings. The SLP will review each care plan as needed for timely implementation of modifications.

An SLPA may not perform tasks when a supervising SLP cannot be reached by personal contact, that is, phone, pager, or other immediate or electronic means. If, for any reason (i.e., maternity leave, illness, change of jobs) the supervisor is no longer available to provide the level of supervision stipulated, then the SLPA may not perform assigned tasks until an ASHA-certified and/or state-licensed SLP with experience and training in supervision has been designated as the new supervising SLP.

Any supervising SLP who will not be able to supervise an SLPA for more than 1 week will need to (a) inform the SLPA of the planned absence, (b) notify the employer or site administrator that other arrangements for the SLPA's supervision of services need to be made while the SLP is unavailable, and (c) inform the students, patients, or clients that their speech-language services will be rescheduled.

In some instances, multiple SLPs may supervise the SLPA. Those doing so must give special consideration to, and think carefully about, the impact that this supervisory arrangement may have on service providers. It is recommended that the SLPA not be supervised by more than three SLPs.

## CONCLUSION

This document aims to provide guidance for the use of SLPAs in appropriate settings, thereby increasing access to timely and efficient speech-language services. The supervising SLP or SLPs are responsible for staying abreast of current guidelines (including state credentialing guidelines) and ensuring the quality of services rendered. Given that standards, state credentialing (e.g., licensure, etc.), and practice issues vary from state to state, this document's purpose is to provide information regarding ASHA's guidelines for the use of SLPAs for the treatment of communication disorders across practice settings.

## DEFINITIONS

**accountability**—refers to being legally responsible and answerable for actions and inactions of self or others during the performance of a task by the SLPA.

**aide/technician**—individual who has completed on-the-job training, workshops, and other related tasks and who works under the direct supervision of an ASHA-certified SLP. See also *speech-language pathology aide/technician*.

**assessment**—procedures implemented by the SLP for the differential diagnosis of communication and swallowing disorders, which may include, per the [ASHA Speech-Language Pathology Scope of Practice \[PDF\]](#), “culturally and linguistically appropriate behavioral observation and standardized and/or criterion-referenced tools; use of instrumentation; review of records, case history, and prior test results; and interview of the individual and/or family to guide decision making” (ASHA, 2016b, p. 11). *Assessments* may also be referred to as *evaluations*, *tests*, and so forth.

**cultural responsiveness**—provides individuals with “a broader perspective from which to view our behaviors as they relate to our actions with individuals across a variety of cultures that are different from our own”. (Hyter and Salas-Provance, 2019, p. 7)

**culturally responsive practices**—Care that takes the client's cultural perspectives, beliefs, and values into consideration in all aspects of education and/or service provision. Leininger (2002) defines this term as “the explicit use of culturally based care and health knowledge in sensitive, creative, and meaningful ways”.

**direct supervision**—in-view observation and guidance by an SLP while the SLPA performs an assigned activity. Direct supervision activities performed by the supervising SLP may include, but are not limited to, the following: observing a portion of the screening or treatment procedures performed by the SLPA, coaching the SLPA, and modeling for the SLPA. The supervising SLP must be present during all services provided to a medically fragile client by the SLPA (e.g., on-site or via synchronous telesupervision). The SLP can view and communicate with the student, patient, or client and SLPA via “real-time” telecommunication technology to supervise the SLPA, giving the SLP the opportunity to provide immediate feedback. This does not include reviewing a recorded session later.

**indirect supervision**—the monitoring or reviewing of an SLPA’s activities outside of observation and guidance during direct services provided to a student, patient, or client. Indirect supervision activities performed by the supervising SLP may include, but are not limited to, demonstration, records review, review and evaluation of audio or video recorded sessions, and interactive conferences that may be conducted by telephone, email, or other forms of telecommunication (e.g., virtual platforms).

**interpretation**—summarizing, integrating, and using of data for the purpose of clinical decision making, which may only be done by SLPs. SLPAs may summarize objective data from a session to the family or team members.

**medically fragile**—a term used to describe an individual who is acutely ill and in an unstable health condition. If an SLPA treats such an individual that treatment requires 100% direct supervision by an SLP.

**plan of care**—a written service plan developed and monitored by the supervising SLP to meet the needs of an individual student, patient, or client. The plan may address needs for screening, observation, monitoring, assessment, treatment, and other services. Examples of care plans include Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), rehabilitation services plans, and so forth.

**progress monitoring**—a process of collecting, graphing, and reviewing data on an individual's target skills to assess their response to treatment and then comparing their growth to a target trend line or goal to determine whether sufficient progress is being made. Definition adapted from Progress Monitoring webpage. (*National Center on Intensive Intervention*, n.d.)

**screening**—a pass-fail procedure to identify, without interpretation, students, patients, or clients who may require further assessment following specified screening protocols developed by and/or approved by the supervising SLP.

**social determinants of health**—the conditions in which people are born, grow, live, work, and age, including the health system. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels, which are themselves influenced by policy choices. The social determinants of health are mostly responsible for health inequities—the unfair and avoidable differences in health status seen within and between countries. (World Health Organization, n.d.)

**speech-language pathology aides/technician**—an individual who has completed on-the-job training, workshops, and other related tasks and who works under the direct supervision of an ASHA-certified SLP; this is another type of support personnel that may not meet the requirements as an ASHA certified SLPA. See also aide/technician

**speech-language pathology assistant**—an individual who, following academic coursework, clinical practicum, and credentialing can perform tasks prescribed, directed, and supervised by ASHA-certified SLPs.

**supervising speech-language pathologist**—an SLP who holds a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA and/or a state licensure (where applicable), has an active interest and desire to collaborate with support personnel, has a minimum of 9 months of experience after being awarded ASHA certification, has completed the 2-hour supervision requirement per the [ASHA Certification Standards](#) (ASHA,2020a) and adheres to state credentialing guidelines for supervision of the SLPA, and who is licensed and/or credentialed by the state (where applicable).

**supervision**—the provision of direction and evaluation of the tasks assigned to an SLPA. Methods for providing supervision include direct supervision, indirect supervision, and telesupervision.

**support personnel**—these individuals perform speech-language tasks as prescribed, directed, and supervised by ASHA-certified SLPs. There are different levels of support personnel based on training and scope of responsibilities. The term support personnel includes SLPAs and speech-language pathology aides/technicians. ASHA is operationally defining these terms for ASHA resources. Some states use different terms and definitions for support personnel (e.g., *assistant speech-language pathologist*, *speech-language pathologist paraprofessional*, and *SLP assistant*, among others).

**telepractice**—applying telecommunications technology to the delivery of professional services at a distance by linking clinician to client, or clinician to clinician, for assessment, intervention, and/or consultation (ASHA, n.d.).

**telesupervision**—the SLP can view and communicate with the patient and SLPA in real time via telecommunication software (e.g., virtual platforms), webcam, telephone, and similar devices and services to supervise the SLPA. This enables the SLP to give immediate feedback. Telesupervision does not include reviewing a recorded session later.

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