

**Department of Communication Disorders  
Auburn University at Montgomery**

**Communication Disorders  
Student Handbook**

**Manual of Policies and Procedures**

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## **Introduction and Mission Statement**

The Department of Communication Disorders provides intimate, dynamic instruction and hands-on training for undergraduate students in both the theoretical and applied aspects of human communication sciences and disorders, preparing graduates for post-secondary study and multi-disciplinary career opportunities. The Department of Communication Disorders emphasizes student development of resolute ethical standards and evidenced-based practices in the delivery of speech-language and audiological services.

The AUM Speech and Hearing Clinic provides a clinical learning environment to enhance the program's quality of education. The AUM Speech and Hearing Clinic aims to provide comprehensive speech, language and hearing services to individuals with communication disorders regardless of age, ethnicity, religion, creed, gender, sexual orientation, or disability. The clinic promotes the prevention and identification of communication disorders, provides diagnostic and treatment services, counsels patients and families regarding communication disorders, and works with other professionals to promote the best interests of communicatively impaired citizens in central Alabama.

**Auburn University Montgomery  
Communication Disorders Faculty and Staff  
2017-2018**

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## **Admission to the Communication Disorders Program Department of Communication Disorders Auburn University at Montgomery**

Selection for admission into the Communication Disorders Program is based on the student's previous academic performance on courses approved by the State Articulation General Studies Committee for the State of Alabama Core Curriculum coursework. Any applicant who is not first a student at AUM must apply to the University. Upon acceptance to the University, students may then apply for admission to the Communication Disorders Program.

Students must submit an application no later than June 1<sup>st</sup> to begin in the Fall semester. All materials in the application must arrive by the designated deadline. Applications will only be reviewed and considered if all materials are included. For the application, students must provide a completed and signed Application for Admission to the Communication Disorders Program, a copy of transcripts from all colleges and universities attended, and one letter of reference which should originate from an academic source. Advising transcripts are acceptable for the application and the letter of reference must be completed by individuals who are not related to the applicant. Transfer students must also submit evidence of acceptance to AUM. Applicants must also submit a sample of student writing which should address the question of why the student would like to study speech-language pathology and audiology to become a practicing clinician and where he/she would like to be academically or vocationally in five years.

Students may apply for admission before all Core Curriculum and the other requirements are completed, but may not enter the program until 50 of the 55 credit hours are finished. Students must have a 2.75 (on a 4.0 scale) cumulative grade point average (GPA) to apply to the Communication Disorders Program. A GPA of 2.75 does not guarantee acceptance. The number of students who can be admitted to the program will be determined each semester based on the availability of clinical faculty resources. All applicants must meet the health, communication, and academic requirements which are outlined under Requirements for Students. Accepted students will be notified in writing of admission and will be required to make an advising appointment in order to register for classes. All students will be given a plan of study upon the first advising appointment. Students will be given a flash drive containing the AUM Communication Disorders Student Handbook, which is not to supersede the AUM Student Handbook, and the most current copy of the *Publication Manual of the American Psychological Association* (APA manual) prior to the beginning of the first day of class.

Due to the nature of the profession, students must possess the ability to perform the skills and duties of a Speech-Language Pathologist or Audiologist. Students graduating from the Communication Disorders Program will have developed the following abilities in each area:

### **Audiology:**

1. Conduct a pure tone audiometric screening according to the procedures recommended by the American Speech and Hearing Association (ASHA).
2. Measure and record pure tone air and bone conduction thresholds using standard methods and procedures recommended by the American Speech and Hearing Association (ASHA).
3. Record and interpret an audiogram.
4. Appropriately refer patients with questionable or abnormal audiometric findings to other professionals for follow-up services.
5. Perform listening checks and simple troubleshooting procedures for amplification and assistive listening devices.

### **Speech-Language Pathology:**

1. Use both quantitative and qualitative evaluation procedures.
2. Recognize client's strengths and weaknesses.
3. Develop goals and procedures which reflect the client's level of functioning.
4. Demonstrate the ability to change therapy goals based on client's performance.
5. Discriminate between correct and incorrect production of target responses.
6. Establish a reinforcement schedule.
7. Collect data and use the information to determine efficacy of treatment.
8. Counsel the client or family members of the client.
9. Write professional reports which indicate evaluation results or therapy progress.

Students will be required to sign a Program Agreement form, which states that students must meet these requirements throughout the course of the program. If a student is unable to meet these criteria, the student must withdraw from the program until such time they are able to meet these requirements.



## **Requirements for Students Auburn University at Montgomery Department of Communication Disorders**

### **Health Requirements**

1. Adequate vision such as that required to observe communication behavior, conduct speech, language and hearing assessment, and complete speech, language and hearing forms and reports.
2. Adequate hearing such as that required for independent communication in professional interactions (i.e., conduct speech, language and hearing evaluations and treatment, to provide education about these disorders and to interact appropriately in the classroom environment).
3. The student is required to provide evidence of a physical examination, which states that the student is free of communicable disease and is in good health overall, that is dated within one semester of entering the Program.
4. The student must be able to lift 35 pounds.

### **Communication Requirements**

1. The student must demonstrate proficiency in the areas of reading and writing Standard American English as indicated by the following:
  - A. The student must have a grade point of 2.0 (on a 4.0 scale) or higher in ENGL 1010 and 1020 or its equivalent, along with ENGL 2530, 2570 or 2600 or its equivalent.
  - B. The student must have a grade point of 2.0 (on a 4.0 scale) or higher in COMM 1010 or its equivalent.
  - C. The student must pass the speech and hearing screening examinations administered by the Speech and Hearing Clinic personnel. In the event these examinations reveal any deficiency, recommendations for remediation procedures will be communicated to the student. These recommendations may include speech therapy or referral to a physician.

### **Academic Requirements**

1. The student must have completed a minimum of 50 of the 55 hours required in the Alabama State Core.
2. The student must have a minimum cumulative grade point average of 2.75 (on a 4.0 scale) on all work taken prior to admission to the Speech-Language Pathology and Audiology Program and have made normal progress toward degree completion as stated in the AUM Catalog.
3. The student must be in good standing at Auburn University at Montgomery or other regionally accredited institution.
4. The major and concentration coursework in this curriculum must be successfully completed within 12 semesters.
5. Any course grade below C in the student's major and within the concentration coursework is unacceptable for graduation and must be repeated.
6. Students who receive a D or F in any Speech-Language Pathology and Audiology course at AUM have one opportunity to repeat that course and the course must be repeated at AUM. Students who receive a D or F in any two speech-language pathology and audiology courses at AUM may not continue in the program unless one of the following exceptions applies.

- A. The student provides the head of the Department of Communication Disorders with a written statement and supporting documentation indicating that the grades of D or F were the result of a medical problem or other nonrecurring event or condition.
- B. The student provides a written statement describing the reason(s) for grades of D or F to the head of the Department of Communication Disorders. In addition, the student must obtain approval from the head of the Department of Communication Disorders and provide a written action plan for improving future performance.

Students who receive a third D or F in any speech-language pathology or audiology course at AUM may not continue in the program.

## Traditional Program Requirements Auburn University at Montgomery Department of Communication Disorders

### General Requirements

Students in the Communication Disorders Program must also meet the health, communication, and academic requirements, which are outlined in the Requirements for Students.

### Coursework in Lower Program

I. AUM Core Curriculum Requirements	Semester Hours
Area I. Written Communication	
English Composition <sup>1</sup> (ENGL 1010 and ENGL 1020).....	6
Area II. Humanities and Fine Arts	
Literature <sup>2,3</sup> .....	6
Fine Arts <sup>4</sup> .....	6
Area III. Natural Sciences and Mathematics	
Chemistry and Biological Science <sup>5</sup> .....	8
Mathematics <sup>1</sup> .....	3
Area IV. History, Social Sciences, and Behavioral Sciences	
World History <sup>2</sup> .....	6
Social Sciences <sup>6</sup> .....	6
<b>Total Hours 41</b>	

<sup>1</sup> Students should complete the appropriate testing before registering for the course.

<sup>2</sup>Both Literature and History must be a sequence.

<sup>3</sup>The courses that will meet this requirement are ENGL 2530 and ENGL 2540, ENGL 2570 and ENGL 2580, or ENGL 2600 and ENGL 2610.

<sup>4</sup>The course taken to meet this requirement must be in art history or appreciation, music appreciation or history, or theatre appreciation or history or philosophy selected from the following: VISU 1000, VISU 2030, VISU 2040, MUSI 2110, THEA 2040, PHIL 2000.

PHIL 2010, and PHIL 2100. One of the two courses must be PHIL 2100, Applied Ethics.

<sup>5</sup>Both courses must include a laboratory experience. One course must be a chemistry course and one in the biological sciences and these must meet the State Core requirements. BIOL 1000/1001 may not be used to meet this requirement.

<sup>6</sup>To meet this requirement, students must take PSYC 2110 and select one course from the following: ANTH 2110, COMM 2100/SOCI 2100, GEOG 2050, GEOG 2150, HIST 2010, HIST 2020, POLS 2020, and SOCI 2000.

II. Other Requirements

Introduction to Human Communication or Public Speaking.....	3
Statistics .....	3/4
UNIV 1000.....	3

**Total Hours 9-10**

III. Electives or minor.....12-15

**Coursework in Upper Program**

IV. Major Requirements

CMDS 3500 Introduction to Communication Disorders.....	3
CMDS 3400 The Speech and Hearing Mechanism .....	3
CMDS 4410 Phonetics.....	3
CMDS 4500 Methods and Procedures .....	3
CMDS 4510 Articulation and Phonological Development and Disorders .....	3
CMDS 4520 Voice Disorders and Craniofacial Anomalies .....	3
CMDS 4530 Language Development.....	3
CMDS 4560 Speech and Hearing Science .....	3
CMDS 4570 Neurophysiological Aspects.....	3
CMDS 4580 WI Fluency Disorders .....	4
CMDS 4590 Diagnosis and Clinical Management.....	3
CMDS 4600 Introduction to Audiology .....	3
CMDS 4601 Clinical Practicum I in Audiology .....	1
CMDS 4610 WI Writing for Speech Language Pathology and Audiology.....	4
CMDS 4620 Aural Rehabilitation, Habilitation, and Hearing Conservation .....	4
CMDS 4621 Clinical Practicum II in Audiology .....	1
CMDS 4640 Language and Cognitive Disorders across the Lifespan.....	3
CMDS 4911 Observations in Speech Pathology .....	1
CMDS 4914 Clinical Procedures in Speech .....	6

**Total Hours 56**

**Total Minimum Requirements 120 Hours**

**CMDS 4903 INDEPENDENT STUDY IN SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY**

Students who have an interest in research in either speech-language pathology or audiology may apply to take CMDS 4903 Research Practices in Speech-Language Pathology and Audiology as an independent study course. This course will count toward the concentration hours required for graduation. Each academic year two first

year students (one speech-language pathology and one audiology) will be selected from the applicant pool and these students must enroll in the one hour course for three consecutive semesters yielding a total of three credit hours. Should a second year student choose to apply for and take CMDS 4903, the student will also be required to complete three hours of credit which may be done by taking more than one credit hour in a semester over the course of two semesters. Students interested in applying for this course must meet the following criteria:

1. The student's cumulative GPA must be a 3.25 or higher.
2. Applicants must submit an essay which should address the question of why the student would like to pursue research in either speech language pathology or audiology.
3. The student must be available for an interview if necessary.
4. The student must be available at least one day of the week outside of class and clinic time periods, which take priority. A student will not be excused from clinic responsibilities or coursework due to research activities and the student must not overlook research demands in lieu of course or clinic work.
5. The student must meet with their assigned supervisor weekly and commit at least four hours a week to the course per credit hour earned.
6. The student must have knowledge of library resources and databases.
7. The student must be able to complete a literature search.
8. The student must have knowledge of Excel software.
9. The student must be able to work independently as well as with a team.
10. The student must be organized and have exceptional time management skills.

In this course, students will be required to participate in the following activities: performing literature searches; researching advanced topics in speech language pathology and audiology; printing or copying articles; reading articles related to the research studies; learning about ongoing research studies; learning to give appropriate tests in research studies; running participates in research studies; collecting data; inputting data; etc. Students must keep a weekly journal of the activities completed. At the end of each semester, the student will be graded on laboratory performance (if applicable), weekly journal entries, and completion of a final paper addressing the knowledge obtained via the course. At the end of three consecutive semesters, the student will earn a certificate acknowledging the work within the area of research.

### **Classroom Requirements:**

1. Students will abide by all policies and guidelines stated in the Auburn University at Montgomery Undergraduate Catalog, the Student Handbook, and the Auburn University at Montgomery Communication Disorders Student Handbook.
2. Students are expected to attend all scheduled lectures and learning forums. Students will be held responsible for all material presented during lecture and discussion. Refer to the Policy on Attendance.
3. Students will arrive to class on time. Students who arrive more than ten minutes late without appropriate justification may be counted as absent. Students are expected to attend the full period of lecture. Per the instructor's discretion, students may or may not be allowed to make up work missed due to unexcused absence.
4. Students will complete all assignments in preparation for lecture and will participate in class discussions and activities. Students are also required to complete and submit all assignments in a timely manner. Students submitting work that is late will be penalized per the Policy on Late Assignments.
5. Students will be expected to submit all papers in the format suggested by the American Psychological Association in the *Publication Manual of the American Psychological Association*, (6<sup>th</sup> Edition). Washington D.C.: American Psychological Association.

6. Children will not be allowed in the classroom while class is on-going as this is disruptive to the learning process. Children should not be left unattended in the Auburn University at Montgomery Speech and Hearing Clinic for any period of time or for any reason.
7. See the Policy on Student Illness and Clinical Participation, regarding the student's responsibilities to both academic and clinical coursework.
8. Students are expected to conduct themselves in a professional manner during class. Talking and passing notes is inappropriate and unacceptable regardless of the reason and will not be tolerated. Refer to the Policy on Disruptive Behavior.
9. Students are expected to work independently on all papers, reports, projects, tests, etc. Cooperation between students is viewed as a violation of academic integrity and will be treated as such. Refer to the Policy on Academic Integrity.
10. Students should not miss scheduled exams unless it is for a university approved reason. Students who miss an exam due to illness will need to provide proof of such illness via a doctor's excuse prior to a make-up exam. Also, students must take missed exams within 48 hours unless agreed upon with the instructor.

### **Clinical Requirements:**

1. Students will abide by all policies and guidelines stated in the Auburn University at Montgomery Undergraduate Catalog, Student Handbook, and the Auburn University at Montgomery Communication Disorders Handbook.
2. Students are expected to participate in all clinical events. Students will notify the clinical supervisor if the student is ill prior to the clinical session to be missed. See the Policy on Student Illness and Clinical Participation, regarding the student's responsibilities to clinical coursework. Missed clinical sessions will be made-up. If the student does not notify the supervisor prior to the session to be missed and does not attend, the student will have the clinical grade reduced by two letter grades. Refer to the Clinician Contract for Absentee Policy.
3. Student work schedules are not a valid reason for missing clinic. Students need to arrange a work schedule prior to the beginning of the semester in order to participate in clinical practicum.
4. Students are required to be prepared for each clinical encounter. Poor treatment planning is not acceptable and will result in a reduction of the final letter grade.
5. Students will adhere to the guidelines set forth by the Health Insurance Portability and Accountability Act (HIPAA). Students who violate this policy may undergo disciplinary action.
6. Students are expected to meet with supervisors prior to the first therapy session to discuss goals and methods.
7. Students are required to work independently on all reports and/or projects. Cooperation between students is viewed as a violation of academic integrity and will be treated as such. Refer to the Policy on Academic Integrity.
8. Students are expected to implement universal precautions in all clinical experiences to prevent the spread of infection. This includes cleaning the therapy room table and any toys with antibacterial wipes.
9. Students will conduct themselves in a professional manner during all clinical experiences. Failure to do so may result in reduction of the grade.
10. Students are required to wear AUM Clinical Smocks while conducting all therapy sessions. These will be returned at the end of each semester after being dry-cleaned by the student clinician.
11. Students will be required to undergo a background check and a drug screening prior to participating in any clinical activities. These procedures will cost approximately \$120 and will be valid for one year.

## Course Listing by Semester

### AUM Program of Communication Disorders

(Revised November 2016)

#### Fall Semester 1

CMDS 4410	Phonetics	3 hours
CMDS 4530	Language Development	3 hours
CMDS 3400	Speech and Hearing Mech.	3 hours
CMDS 4600	Intro to Audiology	3 hours
CMDS 4601	Clinical Practicum in Audiology 1	1 hours
CMDS 4911	Observation in Speech	1 hours

#### Spring Semester 1

CMDS 3500 (If not taken previously)	Introduction to CMDS	3 hours
CMDS 4510	Articulation and Phonology	3 hours
CMDS 4560	Speech and Hearing Science	3 hours
CMDS 4520	Language and Cognitive Disorders	3 hours
CMDS 4500	Methods and Procedures in Speech	3 hours
CMDS 4914	Clinical Practicum in Speech I	2 hours

#### Fall Semester 2

CMDS 4520	Voice and Craniofacial Anomalies	3 hours
CMDS 4610	Writing in SLP-A WI	4 hours
CMDS 4914	Clinical Practicum in Speech I	2 hours
CMDS 4590	Diagnosis & Clinical Management	3 hours
CMDS 4570	Neurophysiological Aspects	3 hours

#### Spring Semester 2

CMDS 4580	Fluency Disorders (WI)	4 hours
CMDS 4620	Aural Rehabilitation	3 hours
CMDS 4621	Clinical Practicum in Audio II	1 hours
CMDS 4914	Clinical Practicum in Speech III	2 hours

## **Student Advising**

All students must be advised prior to registration. Students seeking advising must make an appointment with their assigned Advisor. Appointments can be scheduled by calling or emailing (preferred method) the Advisor.

Students beginning the Auburn University at Montgomery Communication Disorders program will develop a Plan of Study during the first advising appointment. Students should adhere to this plan, but should continue to be advised should any changes occur.

## **Communication**

### **Chain of Command**

If a problem or an issue arises, the student should first meet with the faculty or staff member with whom the concern originated. If the issue is unresolved after meeting with that individual, further consultation with others shall be undertaken in the following order:

1. Head, Department of Communication Disorders
2. Dean, College of Nursing and Health Sciences
3. Associate Provost for Undergraduate Studies
4. Provost for Undergraduate Studies
5. Chancellor

### **Student Communication**

Students will be required to provide a viable telephone number and email address. Students will be held responsible for information communicated via email. Students are expected to use professionalism in all communications with faculty, staff, clients, client's families, patients, and patient's families. Students participating in Clinical Procedures in Speech and/or Clinical Practicum in Audiology will have a mailbox in the Student Room, in the Speech and Hearing Clinic and should check this mailbox regularly.

### **Family Educational Rights and Privacy Act (FERPA)**

Students have a right to be advised academically in private without any relatives or other students present. This policy includes student behavior in both academic coursework and clinical performance. Instructors will not discuss a student's performance in either academic or clinical courses with a student's parent(s) or partner/spouse or any other relative. This policy will include academic advising as well. In the event a student becomes incapacitated for whatever reason, the parent/partner/spouse should contact the instructor, but the instructor will not communicate any information regarding the student or his/her progression in the course(s) to the other party. As soon as the student recovers, he/she should contact the instructor to make arrangements for progression in the course/clinic from the point of incapacitation.

### **Students with Disabilities**

It is the policy of the Auburn University Montgomery Communication Disorders program to accommodate students with disabilities (Undergraduate Catalog, page 33). Students with a qualified handicap should inform the instructor in the first week of classes so that appropriate accommodations can be made. Students must register with The Center for Disability Services (CDS), which will verify that the student has a handicap. The CDS is located on the first floor, room 147, of the Taylor Center and may be contacted at 244-3631.

## **Code of Ethics**

Students will abide by the Code of Ethics set forth by the American Speech and Hearing Association (ASHA). The ASHA Code of Ethics can be found here: <http://www.asha.org/Code-of-Ethics/#sec1.1>

## **Academic and Clinical Policies and Procedures**

### **Policy on Drug-Free Campus and Workplace**

Students will be held to the same standards regarding drug and alcohol use as the University and the profession of Communication Disorders. Students under the influence of drugs and/or alcohol will not be allowed to attend class or participate in a clinical setting.

“The University will impose sanctions (consistent with local, state, and federal law) upon all ... students who violate these standards of conduct. Such sanctions may include but are not limited to the following:

- Referral for prosecution
- Probation, suspension or expulsion of students...” (Undergraduate Student Catalog, page 33).

### **Policy on Student Attendance**

Students are expected to attend all lectures. More than the prescribed number of absences from class (stated in the syllabus of each course) can result in a letter grade reduction of the final grade. Additional absences may result in further reduction of the grade.

Absence from class may be excused in cases of extreme illness with appropriate documentation. However, to be excused, students must meet two conditions. First, students must inform the instructor prior to the class to be missed via telephone message or e-mail. Students may leave a message on the instructor’s voice mail or email the instructor (preferred method). Second, students must have a signed physician’s excuse.

Students may also be considered excused from class for pressing personal reasons, such as a death in the immediate family, pending notification of the instructor and permission of the absence.

### **Policy on Bereavement**

Students may be excused from classes and/or clinic in the event of a death in the immediate family. Immediate family is defined as mother, father, stepmother, stepfather, sister, brother, stepsister, stepbrother, spouse, child or the student’s spouse’s aforementioned relations. Students must provide documentation of the death of the immediate family member (i.e. obituary with the student’s name listed). Students who must cancel therapy due to a death in the immediate family will be required to schedule a make-up session. Scheduling this session is the student’s responsibility. However, students should notify the supervisor of the proposed makeup date and time prior to scheduling. Students may choose to have a classmate fill in for them. However, students must request permission from their supervisor prior to pursuing this course of action.



## **Policy on Academic Integrity**

Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through the appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to failure of the course and even dismissal from the University (Undergraduate Catalog, page 40).

In the Communication Disorders program, academic misconduct is defined as copying answers from another individual, using notes and/or “cheat sheets” during exams, plagiarism, etc. Plagiarism is defined as taking another person’s thoughts and words and representing them as one’s own. This is to include: cutting and pasting material from websites, .pdf documents, books, magazines, journals or instructor written student notes. In addition, buying or borrowing a paper someone else has written previously, hiring someone to write a paper or copying large quantities of information directly from a source or lack of appropriate paraphrasing also constitutes plagiarism. It is also a violation of academic integrity to collaborate with another student on an assignment, paper, quiz or exam if not directed to do so and will be viewed as plagiarism.

Punishment for cases involving a violation of academic integrity will range from failure of the assignment to failure of the course. The outcome of such cases will be left to the discretion of the instructor.

In order to reduce and hopefully, prevent this behavior, students will be required to place all personal items (i.e., book bags, purses, cell phones, etc.) along the front or rear walls during testing for classroom based exams. It is important to note that the instructor is **NOT** liable for any lost or stolen personal items.

The student may appeal decisions made at the departmental level by submitting a petition of appeal of an assignment grade to the Auburn University at Montgomery College of Nursing and Health Sciences. For class grades, the appeal should be made to the Provost’s office. Please refer to the procedures for this action in the Auburn University at Montgomery Undergraduate Catalog, page 52.

## **Policy on Plagiarism**

Plagiarism occurs when a writer takes another person's (including another student's) ideas and/or language and uses the material as his own without proper acknowledgement through correct citation or notes within the text. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it on a paper represents a denial of one's intellectual responsibility. The following are examples of plagiarism:

1. Word by word copying without mentioning the author's name and/or using quotation marks (i.e., lacking paraphrased text and appropriate citation).
2. Copying many words or phrases without mentioning the author's name and/or using quotation marks (i.e., lacking paraphrased text and appropriate citation).
3. Copying an occasional key word or phrase without mentioning the author's name and/or using quotation marks (i.e., lacking appropriate citation).
4. Paraphrasing without mentioning the author's name (i.e., lacking appropriate citation).
5. Taking another's ideas without acknowledging the source (i.e., lacking appropriate citation).

When unsure of whether to acknowledge a source, consult the instructor who created the assignment or the American Psychological Association (APA) Publication Manual for documentation of sources. A rule of thumb that students may use to determine whether to cite or not, is to determine whether or not the information is common knowledge to the general population. If the information is common knowledge, the student does not need to cite the source; if it is not, the student is expected to include a citation. Papers that contain plagiarized material will result in a student's failure in the course and a

disciplinary action. APA errors noted above will constitute an act of plagiarism and will not be viewed as simple APA mistakes. Students will be subjected to the same penalty as that of one who plagiarizes, which will range from failure of the assignment to failure of the course. The punishment will be at the instructor's discretion.

### **Policy on Term Papers**

1. All papers are to be in American Psychological Association (6<sup>th</sup> Edition) format. Students are expected to purchase this book and use it as a reference for every course they take within the Speech-Language Pathology and Audiology Program. The APA manual will be a required text for every course. For every three APA errors, the grade on the final paper will drop by one letter grade. After ten APA errors, the paper will be given a zero. Students who have difficulty with APA format are encouraged to seek assistance from The Learning Center, which is located in the Library Tower, Room 225, (334) 244-3470 and/or to contact the instructor.
2. All rough drafts and final papers must be submitted the instructor and are subject to analysis using Turnitin.com. The instructor reserves the right to submit papers, especially those which are suspicious, to Turnitin.com for further analysis. Failing to follow directions given by the instructor on how to correctly submit the paper will also result in a drop of final paper grade by one letter. Students should carefully overlook papers prior to submission to ensure turning in the final draft of the paper which should be in one complete document. Failure to submit the FINAL version of the paper when due (by instead submitting the rough draft) will result in the instructor grading the paper submitted and assigning a grade based on the errors present. Failure to submit the paper in one complete document will result in one letter grade reduction of the final letter grade of the paper.
3. All papers must be between four (full) and five pages long unless otherwise indicated. This number excludes the title and reference pages. Failing to meet the minimum length will result in a reduction of the final paper grade by one letter grade.
4. All papers must be in Times New Roman font size 12. Failing to use this font is a violation of APA format and will result in the reduction of one letter grade from the final paper grade.
5. All papers must have a title page and a running head. Failing to do so will drop the final paper grade by one letter grade.
6. Only three quotations are allowed per individual term paper and these quotes are only allowed when the information is so specific/technical that there is no way to paraphrase the information. In addition, quotations must not exceed more than 150 words for all three in total and must be in cited in appropriate APA format, which is to include both quotation marks and the correct reference. Should a student use a direct quote without using quotation marks and/or giving the correct citation, this will be viewed as plagiarism and not an error with APA format; the consequences of this will result in failure of the course.
7. Students are required to have at least three references from peer reviewed journals; these references should reflect current theory and evidenced based practice. Thus, references which are more than 10 years old will not count toward the minimum requirement. References must be in correct APA format. Failing to provide sufficient and current research for the paper will result in a reduction of the final paper grade by one letter grade.
8. Students are expected to include a list of correctly cited APA references. Failure to do so will result in a 0 on the assignment, paper, etc.
9. Wikipedia and WebMD are consumer based websites, which contain information for the general population. The content of these websites can, at times, be questionable. Therefore, students should not use either of these sites as a reference within the paper. Students may use them to aid in further research but these should lead to professional and peer-reviewed journal articles or books.

10. Students must cite everything that is not common knowledge; therefore all paragraphs must have at least one citation. For each paragraph that the student paraphrases but that is not cited in the paper, the final paper grade will be dropped by one letter. It is important to note that students who take information directly from another source (i.e., website, journal article, .pdf document, book, etc.) and do not cite appropriately (i.e., using quotation marks and containing the correct APA citation) will be charged with plagiarism and will fail the course.
11. All papers should be written and submitted in the most current version of Microsoft Word.

### **Policy on Late Assignments**

Students who turn in late assignments should expect some penalty for tardiness. Therefore, students will lose one letter grade of credit for each **DAY** the assignment is late. This policy includes weekend days as most assignments can be emailed to the instructor of the course. Therefore, if the assignment was due on Friday and the student did not turn it in until Monday, he/she would lose 3 letter grades, which would start the student with a “C” as the highest possible grade on the assignment.

### **Policy on Online Learning Assessments (i.e., Exams, Quizzes, etc.)**

It is important to note that students will have multiple days to complete an online quiz, online exam, or take home exam. Therefore, students who submit an online quiz, online exam, or take home exam late will receive a zero for that quiz or exam. There will be no exceptions to this rule. Further, online quizzes and exams will have a time limit. This time limit will be announced prior to the exam and it will be enforced. Should a student exceed the time limit, the student’s exam will automatically be submitted and any unanswered questions will be scored as incorrect.

### **Policy on Disruptive Behavior**

The classroom environment at Auburn Montgomery is designed to promote student engagement and inquiry and to foster learning through the development of analytical skills, critical thinking and effective communication. Class participation and discussion is encouraged. However, inappropriate behavior or misconduct will not be tolerated. Examples of inappropriate behavior include:

1. Arriving after a class has begun
2. Use of tobacco products
3. Monopolizing discussion
4. Persistent speaking out of turn
5. Distractive talking, including cell phone usage
6. Engaging in activities during class time that are unrelated to the class (i.e., text messaging, reading newspapers, completing puzzles, etc.)
7. Audio or video recording of classroom activities or the use of electronic devices without permission of the instructor;
8. Refusal to comply with reasonable instructor directions;
9. Employing insulting language or gestures; and
10. Verbal, psychological or physical threats, harassment, and physical violence

Students who engage in these behaviors repeatedly will be referred to the Dean of Students for disciplinary action, which may include suspension or expulsion from the University.

### **Policy on Cell Phones**

Cellular phones are not permitted during classes or clinical management sessions. Student phone calls, text messages, checking email, and/or browsing the internet during class or clinical experiences will result in a 2% reduction of the final grade for each occurrence.

### **Policy on Talking in Class**

Talking in class is considered disrespectful to both the instructor and fellow students. If a student is talking to a classmate during lecture, the student will receive one verbal warning. If a subsequent incidence of the behavior occurs, the student will be asked to leave the class for the remainder of the period, and will receive a 2% reduction of the final grade. If a quiz or test is given in the remaining class time, the student will receive a 0 on that assignment.

### **Policy on Incomplete Grades**

No incomplete grades will be reported unless the instructor and the student have conferred, the student has presented a sufficient reason why the work of a course cannot be completed on schedule, and the instructor has assigned a date within the succeeding twelve months by which time all course requirements must be completed. Both the instructor and student must sign the Contract for Incomplete Grade. No degree credit for incomplete courses will be granted unless the work is completed by the date assigned, which must be no later than one calendar year of the date on which the incomplete date is reported. In the event that coursework remains incomplete on the assigned date or twelve months after the incomplete grade has been awarded, whichever comes first, the incomplete grade will be changed automatically and permanently to a grade of F.

### **Policy on Computer Literacy**

Students enrolled in the Speech-Language Pathology and Audiology Program are expected to be computer literate. Students should be able to operate a computer and should display a working knowledge of the following Microsoft Word and PowerPoint. Students should also be able to use the World Wide Web, the AUM Outlook email system, and the Blackboard course management system.

### **Policy on Orientation Attendance**

All students are required to attend the Speech-Language Pathology and Audiology orientation, which is held at the beginning of Fall semester each year. Students who fail to attend will lose 5 points of the final grade in either CMDS 4911 Observations in Speech or CMDS 4912 Clinical Procedures in Speech. Students, who know of a significant conflict, such as a class meeting at the time of the orientation, or some other valid excuse for being absent, need to notify Dr. Amy Ogburn in writing prior to the absence.

### **Policy on Client Confidentiality**

Individuals seeking services from the AUM Speech and Hearing Clinic have a right to deal with their problems in a private and secure way. For this reason, all personal information about clients of the AUM Speech and Hearing Clinic is to remain confidential at all times. This policy is in agreement with a federal law, the Health Insurance Portability and Accountability Act (HIPAA). Violations of this federal law carry a large monetary penalty (i.e., \$25,000.00 for each occurrence) for the University and now carries with it actions for specific individuals, which include a \$50,000 fine and imprisonment for up to one year. Therefore, discussion of a client outside the clinic or with individuals not associated with the clinic is inappropriate and will not be tolerated. Client information is not to leave the clinic for any reason. However, information to be used for report writing may leave the clinic if the client's name and address are illegible (i.e., blackened out or covered by white out). Violation of this policy will result in grade reduction and/or disciplinary action. **All patient records are stored in locked, steel file cabinets in locked rooms. No client file folders may leave the clinic at any time.**

Students are required to complete HIPPA Training using the following link: [www.citiprogram.org](http://www.citiprogram.org)

### **Policy on Use and Disclosure of Protected Health Information**

Information about clients is not to be released unless the client has completed a Use and Disclosure of Protected Health Information form. The requested information will then be distributed to the specified party. Information requests require a minimum of 72 hours before they are processed.

### **Policy on Social Media Websites**

All client information is to be kept strictly confidential. Client names and information, including pictures, should not be posted on any type of social media website. Students should also use discretion when posting information, pictures, etc. on social media sites as parents, clients, potential clients, and future employers could view your webpage and make incorrect assumptions. Students should project professionalism at all times.

### **Policy on Student Health**

The health requirements set forth by the Speech-Language Pathology and Audiology Program are intended to protect the students and the clients being served. The student must submit all documentation to the Advising Coordinator within one (1) semester of entering the Program. These documents will be placed in the student's personal folder. It is the student's responsibility to confirm that the documentation is in the file. The student will not be allowed to begin CMDS 4912, Clinical Procedures in Speech, or CMDS 4601, Clinical Practicum I in Audiology, without appropriate documentation.

The health requirements for students in the Auburn University Montgomery Speech-Language Pathology and Audiology Program are as follows:

1. The student is required to provide evidence of a physical examination, which states that the student is free of communicable disease and is in good health overall.
2. The student is required to have a tuberculin skin test. In the case of a positive skin test result, students will be expected to provide documentation of treatment.
3. The student is strongly encouraged to receive the influenza vaccine in the Fall of each year. Students are not mandated to receive this vaccine, but it is strongly recommended. The student is also strongly encouraged to begin the Hepatitis B vaccine series (if they are not already vaccinated), which is required for graduate school.
4. Adequate vision such as that required to observe communication behavior, conduct speech, language and hearing assessment, and complete speech, language and hearing forms and reports.
5. Adequate hearing such as that required for independent communication in a professional interaction (i.e., conduct speech, language and hearing evaluations and treatment, to provide education about these disorders and to interact appropriately in the classroom environment).
6. The student must be able to lift 35 pounds.

The Auburn University Montgomery Nursing Care Center can provide healthcare services at a minimal cost. The Nursing Care Center is open Monday through Friday, 8 a.m. until 5 p.m. and is located in Room 102 in Moore Hall. Appointments can be made by calling 244-3281. The Nursing Care Center is closed during the University holidays and semester breaks.

### **Policy on Student Illness and Clinical Participation**

Due to the student's close proximity to clients during both assessment and treatment, it is the policy of Auburn University Montgomery Speech-Language Pathology and Audiology Program that students, who are ill, refrain from therapy. Student illness will be defined as:

1. Vomiting within 24 hours prior to therapy.
2. Fever of 101° F or higher within 24 hours prior to therapy.
3. Students diagnosed with an infection must have begun antibiotic treatment for at least 24 hours prior to therapy.

### **Clinic Attendance Policy**

Students participating in therapy are required to notify the supervisor of the illness via telephone or by contacting the clinic secretary, 244-3408, and will notify the client via telephone prior to the session to be missed. Students will be required to submit written documentation from a physician of the illness.

Students who must cancel therapy due to illness will be required to schedule a make-up session. Scheduling this session is the student's responsibility. However, students should notify the supervisor of the proposed make-up date and time prior to scheduling. Students may choose to have a classmate fill in for them. However, students must request permission from their supervisor. These measures are designed to reduce the spread of infection to other students, faculty and staff and most importantly, to the clients. Refer to clinic absentee policy form.

### **Policy on Client Charts**

Client charts are located in the front office or in the Clinic Coordinator's office in the filing cabinets. Charts for Audiology clients and for clients who have received a speech and language evaluation are located in the front office. The charts for clients currently receiving therapy are located in the Clinic Coordinator's office. Client charts are **NOT** to leave the clinic for any reason.

### **Policy on Audiology Clinic**

Students enrolled in Clinical Practicum I in Audiology (CMDS 4601) and Clinical Practicum II in Audiology (CMDS 4621) are required to purchase and have available a hearing aid listener for each clinical interaction. These should be worn around the neck so as to be readily available. Listeners will be available for purchase from the clinic on the first day of classes. Failure to bring the listener to each clinical interaction will result in a reduction of the grade for that specific clinical interaction. Students should also bring with them the correct forms for each clinical interaction. Failure to do so will also result in reduction of the grade. Students are also required to wear their smock while observing audiology clinic. Failure to wear smock will result in a reduction of the grade for that specific clinical interaction.

### **Policy on Clinician Appearance**

Students participating in any Observation/Clinical Practicum I (COMM 4911 and 4601) or Clinical Procedures/Clinical Practicum II (COMM 4912 or 4621) course will be expected to present themselves in a professional manner. Items, which are considered unprofessional and should be avoided, include:

1. Jeans, denim skirts, mini-skirts, shorts, gym clothes, halter tops, T-shirts, spaghetti strap or strapless shirts or dresses (unless these are accompanied by a sweater, cardigan or blazer). This also includes scrubs.
2. Tennis shoes, flip-flops and Birkenstock sandals. Open toe shoes will be allowed in the late Spring and Summer.
3. Tongue, nose, and eyebrow rings or piercings.
4. Tattoos. Students with a tattoo should conceal it by whatever means necessary (i.e., clothing, socks, band-aids, etc.) while in the clinic whether interaction with clients is taking place or not.
5. Extreme hairstyles, which include abnormal shades or cuts.
6. Long fingernails with extreme designs.

7. Leggings are permitted if the student also wears a shirt/blouse/sweater that reaches past the point of the fingertips with the arms extended downward.
8. Students should be aware that clinic participation will require them to lean over a table or crawl around on the floor. Students should take this into consideration when planning apparel for clinic and should avoid items which may show the lower back, the abdomen, or the chest.
9. Students should also avoid anything that may distract the client from optimum performance within the clinical setting (i.e., big jewelry, musical pins, etc.).

Failure to dress appropriately may result in the student being sent home from clinic, thus losing clinic hours and incurring a reduction of the final clinic grade. The penalty for inappropriate dress will be at the discretion of the clinical supervisor for the specific client affected.

### **Smock Policy**

At orientation, students will be given an assigned smock to wear throughout the semester. Smocks must be worn at all times while students are observing or conducting speech therapy. Smocks must be dry cleaned and returned at the end of each semester.

### **Policy on Identification of Student Clinicians**

Student clinicians must be wearing a name badge when participating in any clinical interaction. Students will find their name badge in the basket on the bottom shelf of the cabinet located in the student room. Students should replace their name badge in the basket before leaving the clinic to ensure that the name badge will be accessible for the next clinical interaction. Failure to wear the name badge will result first in a verbal warning and will be followed by the inability to observe the clinical interaction or a reduction in the final clinic letter grade.

### **Policy on Supervision**

All students engaging in clinical interactions will be observed by a Clinical Supervisor. Supervisors may be grading the student clinician's performance at any given point during the semester. Supervisors may watch the student clinician via a television monitor or may come into the therapy room to watch the clinician. Student clinicians will be graded at three separate points during the semester and these points will not be announced. The student clinician will also be graded at the mid-term via a video-taped session.

### **Policy on Student Schedules**

Students must submit a schedule to the Clinic Coordinator prior to leaving the University for the term if they are planning on participating in CMDS 4912 or 4621 (Clinical Procedures in Speech or Clinical Practicum II in Audiology, respectively) during the following semester. Students should indicate class times and may also put a work schedule on the form. However, students must leave a sufficient amount of time in order to schedule clients and class times will be the **ONLY** consideration for the clinic schedule. It is important to note that the students **MUST** work his/her work schedule around class and clinic time slots. Students should plan to be at the AUM Speech and Hearing Clinic at least three days a week. If the student decides to withdraw for a semester, the student should notify the Clinic Coordinator **immediately** as the clinic schedule is formed prior to the beginning of the semester. A change in the student's schedule will necessitate a change in the clinic schedule.

### **Policy on Infection Control**

Students will use Standard Precautions at all times. This includes wearing gloves when in contact with the client and the student washing his/her hands both before and after the clinical interaction. Students will also use antibacterial wipes to clean therapy materials and the table at the conclusion of each session.

### **Policy on Malpractice Insurance**

Students are covered under Auburn University Montgomery Professional Liability Policy. However, students may purchase additional coverage through the University for a minimal fee.

### **Policy on Food and Drink**

No food or drinks (including coffee) shall be taken into or consumed in patient care areas of the clinic, including the Audiology clinic area and observation room. These items may be consumed in offices, the student room and the area surrounding the coffee machine at the front of the clinic.

### **Policy on Transient Students**

Students who would like to minor in Speech Language Pathology and Audiology while majoring in another area and attending another University must follow the procedures outlined in the Undergraduate Catalog (page 25) to register for courses at Auburn Montgomery. Students must also submit an application for informational purposes but are not subject to the application process to be admitted as a student within the Speech-Language Pathology and Audiology Program as they will not receive a degree from the coursework taken while a transient student. This will be limited to no more than 3 (three) students per academic year and those individuals will be chosen on the basis of academic merit. Students who desire to pursue a second degree in the area of Speech Language Pathology and Audiology will be subject to the application process as they must use limited clinic resources to graduate.

In addition, AUM students may take courses from another university as a transient student, but must follow the AUM regulations in order to do so. These regulations may be found in the AUM Undergraduate Catalog, page 25.

### **Student Room Regulations**

Computers and printers are available in the Student Room in the AUM Speech and Hearing Clinic. Students are expected to use these computers for clinical purposes only. Students should not be using the computers to print off notes, resource notebook materials, etc. Students should not install any other programs on the computers as it uses the memory. Students who violate this policy will lose computer privileges. Students will be expected to pay a small technology fee each semester in order to keep the computers running, furnish printer cartridges, etc. Students are responsible for keeping the Student Room clean and organized at all times.

### **Clinic Hours**

The AUM Speech and Hearing Clinic is open Monday through Friday from 8:00 a.m. until 5:00 p.m. However, speech therapy is conducted on Monday through Thursday from 8:30 a.m. until 4:30 p.m.

### **Service Hours**

Students are expected to complete three hours of service to either the department or the community in the Fall, Spring, and Summer semesters. These hours count toward the grade received in CMDS 4912, Clinical Procedures in Speech.



## **Clinic Equipment**

Students will be allowed to use the Clinic's materials during therapy. These materials include articulation cards, language cards, games, toys, etc. Students who need to take a speech and/or language test home to study it may check out tests overnight. The tests may be checked out at 4:30 p.m. and must be returned by no later than 8:30 a.m. the following business day. Students are expected to take care of all materials and to treat them with respect in order to keep them in working condition. Students will be charged a small technology fee each semester in order to replace any broken equipment, order new tests, order test forms, etc.

## **Student Awards**

Three awards are given each year to students who have excelled in the Speech-Language Pathology and Audiology Program. The awards and their descriptions are as follows:

- 1. Virginia Wolfe Academic Excellence Award** – this award is given to the student with the highest GPA.
- 2. Richard A. Cornell Outstanding Student Award** – this award is determined by the Clinical Supervisors in both Speech-Language Pathology and Audiology and is based on the student's performance during speech therapy sessions, client interaction, and overall clinical skills.
- 3. Elizabeth Wood Outstanding Student Award**- this award is given to the student who chosen by the faculty as the most well-rounded student based on clinic and academic performance.
- 3. National Student Speech Language and Hearing Association (NSSLHA) AUM Chapter Student Award** – this award is determined by and based on student leadership abilities.

## **National Student Speech Language and Hearing Association (NSSLHA) - AUM Chapter**

Students are encouraged to join the National Student Speech Language and Hearing Association (NSSLHA) chapter at AUM. NSSLHA members participate in fundraisers and parties throughout the year and complete a service project. Membership fees are \$60.00 for the National Association and \$10.00 for the local chapter. NSSLHA holds an annual fundraiser and all proceeds go toward materials for students to use in the clinical courses. Members of NSSLHA are strongly encouraged to participate in this fundraiser.

## **Exit Examination**

All students who graduate from the Auburn University Montgomery Speech-Language Pathology and Audiology Program are expected to participate in the Exit Examination. This examination will be administered during the semester of graduation. This examination consists of approximately 105 multiple choice questions, which covers all of the course content areas, such as Audiology, voice, fluency, articulation, language, etc. This examination will not benefit or harm the student's progression toward graduation in any way. It is an assessment measure for the faculty in order to determine which areas are strengths and which are weaknesses. This examination helps the faculty to know what areas need improvement.

## **Basic Skills Examination**

Students enrolled in and graduating from the Auburn University Montgomery Speech and Hearing Program are not mandated to undergo the Praxis Examination. However, students seeking employment upon graduation will

be required to take the Basic Skills Test by the Alabama Department of Education. The Alabama Department of Education requires that students must take and pass this exam before they are able to obtain a teaching certificate and thereby work in the public school system. Students who do not obtain the required score will NOT be offered employment. To work in an Alabama school system, the graduating student must first be hired by an LEA; then the superintendent of the hiring LEA must request speech language pathology assistant (SLA) certification. The student may not obtain this certification him/herself.

### **Graduate Record Examination (GRE) Examination**

Students who plan on applying to graduate school may be required to take the GRE exam for admission. This exam evaluates a student's vocabulary, mathematic, logical and deductive reasoning, and writing skills. Students should strive for a score of at least 300 for admission into a graduate program. Students are strongly encouraged to study for this exam as soon as they begin the communication disorders program in order to maximize their score. Also please note that each graduate program develops its own requirements. Students should check with each school to which they are applying for minimum requirements.

## **Forms and Reports**

**Application for Admission  
Auburn University at Montgomery  
Department of Communication Disorders**

Name: \_\_\_\_\_  
Last First Middle Initial

Student Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ (mm/dd/yyyy)

Date of Application: \_\_\_\_\_ (mm/dd/yyyy)

Semester and Year of Application: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

City	State	Zip Code
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Telephone: (\_\_\_\_\_) \_\_\_\_\_

E-mail: \_\_\_\_\_

Current Cumulative GPA: \_\_\_\_\_

List of Colleges and Universities Attended:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Courses	Credit Hours	Grade Received
English Composition I	_____	_____
English Composition II	_____	_____
English Literature	_____	_____
Intro to Human Communication	_____	_____

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

\_\_\_\_\_  
Date

**PLAN OF STUDY COMMUNICATION DISORDERS, COLLEGE OF NURSING AND HEALTH SCIENCES**

Student Name: \_\_\_\_\_ DATE: \_\_\_\_\_ ID: \_\_\_\_\_

Required Course	Sem. Hrs	Grade	Course (Transfer -T)	Required Course	Sem. Hrs	Grade	Course (Transfer -T)
UNIV 1000	3		x	CMDS 3500 Introduction to CMDS (SP)	3		
<b>AREA I (6 sem. hrs.)</b>				<b>AREAV (Major Courses) ( 56 Semester hrs)</b>			
ENGL 1010 (C or better)				CMDS 3400 (3) Speech & Hearing Mechanism (FA)	3		
ENGL 1020 (C or better)				CMDS 4911 (1) Obs. Speech (FA)	1		
<b>AREA II (12 sem. hrs.)</b>				CMDS 4410 (3) Phonetics (FA)	3		
Fine Arts <sup>(1)</sup>				CMDS 4530 (3) Language Development (FA)	3		
Literature <sup>(2)</sup>				CMDS 4600 (3) Intro to Audiology (FA)	3		
Humanities or Literature sequence <sup>(3,4)</sup>				CMDS 4601 (1) Clinical Practicum I in Audiology (5 clock hrs) (FA)	1		
Humanities <sup>(3,4)</sup>				CMDS 4500 (3) Method & Proced In Sp. Path (SP)	3		
<b>AREA III (11 sem. hrs.)</b>				CMDS 4510 (3) Articulation & Phonology (SP)	3		
Mathematics <sup>(5)</sup>				CMDS 4914 (2) Cl. Pro. Speech (SP)	2		
Science <sup>(6)</sup> <b>BIOL</b>				CMDS 4640 (3) Language and Cognitive Disorders across the Lifespan (SP)	3		
Science <sup>(6)</sup> <b>CHEM or PHYS*</b>				CMDS 4590 (3) Diagnosis and Clinical Management (FA)	1		
<b>AREA IV (12 sem. hrs.)</b>				CMDS 4570 (3) Neurophysiological Aspects (FA)	3		
History <sup>(7)</sup>				CMDS 4560 (3) Speech & Hearing Science (FA)	3		
Social Science or History sequence <sup>(4,8)</sup>				CMDS 4914 (2) Cl. Pro. Speech (FA)	2		
Social Science <sup>(4,8)</sup>				CMDS 4610 (4) *WI Writing for SLPA (FA)	4		
Social Science <sup>(4,8)</sup>				CMDS 4914 (2) Cl. Pro. Speech (SP)	2		
<b>Additional ASHA Recommendations</b>				CMDS 4580 (4) *WI Fluency Disorders (SP)	4		
Intro to Human Comm or Public Speaking				CMDS 4621 (1) Clinical Practicum II in Audiology (SP)	1		
Statistics **				CMDS 4520 (3) Voice & Craniofacial (SP)	3		
				CMDS 4620 (3) Aural Rehabilitation (SP)	3		
<b>Electives ( _12-15_ Semester hrs)</b>							
				* May take General Chemistry with Lab or Physical Science with Lab (Chemistry preferred)			
				**May take any out of major statistics course			
				<b>A minimum of 120 is required for degree.</b>			
<b>Total Hours Completed</b>							

<http://www.aum.edu/academics/core-curriculum>

- (1) **MUSI 2110, THEA 2040, VISU 1000, 2030, 2040, 2600, or other state-approved core *Fine Arts* course.**
- (2) **ENGL 2530, ENGL 2540, ENGL 2570, ENGL 2580, ENGL 2600, ENGL 2610, or other state-approved *Literature* course.**
- (3) **COMM 1010, 2212, ENGL 2530, 2540, 2570, 2580, 2600, 2610, FREN 1010, 1020, 2010, 2020, GERM 1010, 1020, 2010, 2020, INTL 2600, 2610, MUSI 2110, PHIL 2000, 2010, 2100, RELI 2010, SPAN 1010, 1020, 2010, 2020, THEA 2040, VISU 1000, 2030, 2040, 2600 or other state-approved core *Humanities* course**
- (4) **A two-course sequence of *Literature* (see 2) or *History* (see 7) must be taken.**
- (5) **MATH 1050, 1100, 1120, 1150, 1610, 1620, 2630, 2660 or other state-approved core *Mathematics* course.**
- (6) **BIOL 1000/1001, 1010/1011, 1020/1021, 1050/1051, CHEM 1100/1101, 1200/1201, PHYS 2100/2101, 2200/2201, PSCI 1100/1101, 1400/1401, 1500/1501 or other state-approved core *Science* course.**
- (7) **HIST 1010, 1020, HIST 1060, HIST 1070, 2010, 2020, or other state-approved core *History* course.**
- (8) **ANTH 2110, ECON 2000, 2010, 2020, GEOG 2050, 2150, HIST 1010, 1020, 1060, 1070, 2010, 2020, INTL 2050, 2110, 2150, JUST 1270, POLS 2020, 2200, PSYC 2110, SOCI 2000, 2010 or other state-approved core *Social Science* course. **PHIL 2100 Applied Ethics is preferred for CMDS, though not required****

\* Honors equivalent courses may substitute for core courses.

**Program Agreement Form**  
**Department of Communication Disorders**

By initialing the statements below, I acknowledge that I have read and understand them. By signing, I also agree to follow all policies and procedures put forth in this Manual.

\_\_\_\_\_ I have read and understand the health, communication, and scholarship requirements required for admission and completion to the Communication Disorders program. I also understand that if at any time during the Communication Disorders program I cannot meet these requirements, I must withdraw from the program until such time as I am able to meet the requirements.

\_\_\_\_\_ I also understand that in order to work in the public school system that I must take the Basic Skills Examination and obtain a sufficient score. I realize this is not a requirement of Auburn University at Montgomery, but a requirement mandated by the Alabama Department of Education.

\_\_\_\_\_ I understand that a Bachelor of Science in Communication Disorders does not guarantee employment or entrance into graduate school. I also understand that I must take the GRE exam to apply for and be accepted into a graduate program. The Master's Degree of Science or Art and the Doctor of Audiology are the terminal degrees clinically, and will allow for employment as a Speech-Language Pathologist or Audiologist in any setting.

\_\_\_\_\_ I understand that students who receive a D or F in any Communication Disorders course at AUM have one opportunity to repeat that course and the course must be repeated at AUM. Students who receive a D or F in any two communication disorders courses at AUM may not continue in the program unless one of the following exceptions applies.

A. The student provides the head of the Department of Communication Disorders with a statement and supporting documentation indicating that the grades of D or F were the result of a medical problem or other nonrecurring event or condition.

B. The student provides a signed statement describing the reason(s) for grades of D or F to the head of the Department of Communication Disorders. In addition, the student must obtain approval from the head of the Department of Communication Disorders and provide a written action plan for improving future performance. Students who receive one more D or F in any communication disorders course at AUM may not continue in the program.

\_\_\_\_\_ I understand that most, if not all, academic assignments should be written in APA publication format. I understand it is my responsibility to obtain the current version of the APA Publication Manual and it will be regarded in most classes as a required text. I also understand that I will need to show my copy to the instructor on the first day of class to avoid losing points from my first exam. I also understand that I am responsible for all the information in the APA manual including citation and reference format. Errors made due to "ignorance" will not be acceptable.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

# Jo and Ben McNeill Endowed Scholarships

## AUM Department of Communication Disorders

### Scholarship Application Form

**All applicants complete this section:**

Name: \_\_\_\_\_ S number: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Hours completed: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_

Are you currently receiving any AUM or external scholarships? YES NO

If yes, which one(s)? \_\_\_\_\_

Will you be enrolled Fall 2018? \_\_\_\_\_

Will you be enrolled Spring 2019? \_\_\_\_\_

**Eligibility**

- Must be admitted and enrolled full time at AUM as a Communication Disorders major in good standing.
- All applicants must have a cumulative grade point average of at least 3.3.
- Demonstrate leadership among peers.
- Actively volunteer on campus and in the community.

**Stipulations**

- The McNeill Scholarship is for one academic year.
- Scholarships are subject to available funding.
- Students must be enrolled full-time to receive funding and maintain a cumulative 3.3 GPA.
- Scholarship recipients may reapply each year.

**Application deadline is March 1.** Applications must include:

- Scholarship Application Form
- Unofficial transcript from AUM and any other university attended.
- Letter from the applicant detailing his/her aspirations in the field of Speech Language Pathology and Audiology.
- Current resume.

Finalists may be asked for an interview.

All application materials should be sent to:

Haley Adams

Department of Communication Disorders

Auburn University at Montgomery

P.O. Box 244023

Montgomery, AL 36124-4023

Electronic submissions of PDF files are permitted: [hadams9@aum.edu](mailto:hadams9@aum.edu)

Scholarship applications will be reviewed by the Department Head and Selection Committee



## **Clinician Contract regarding the Absence Policy of CMDS 4914**

**Please read the following excerpt from the CMDS 4914 Syllabus:**

### **Absence Policy**

The following protocol must be followed when a clinician needs to be absent from clinical practicum:

- 1) Contact the supervisor immediately to receive affirmation on the excuse being approved. If it is approved, then proceed to #2.
- 2) Contact a fellow clinician in order to have your client's therapy provided for the date and time of the excused absence.
- 3) If you are unable to acquire coverage, contact the supervisor who will decide if a cancellation is necessary.
- 4) For any therapy session missed, the clinician will offer a make-up session at a convenient time for the family of the client, and contact the supervisor immediately regarding the date and time of the make-up session.
- 5) **Missing a therapy session due to negligence or not making the effort to acquire a substitute clinician will result in a reduction of two letter grades (20 points). It is the clinician's responsibility to arrange for another clinician to provide therapy for clients who are unable to be seen for approved reasons (extreme sickness, death of immediate family members, and emergencies only).**

**\*\*If you are sick (running fever 101 or higher or vomiting) please do not come to the clinic and expose others. If you wake up sick, and have an 8:30 -9:30 client scheduled, please call your patient's family and cancel for those appointment times only. You will offer to make up that session at a later date and time, then notify the supervisor of the date and time of the make-up session.**

**I, \_\_\_\_\_ (print name), a student clinician enrolled in CMDS 4914 Clinical Practicum, have read, fully comprehend, and agree to the terms of the absence policy set forth in the Speech Pathology and Audiology Student Handbook and CMDS 4914 Syllabus. I will abide by the absence policy aforementioned.**

\_\_\_\_\_  
*Clinician's signature*

\_\_\_\_\_  
*(date)*

**PRACTICUM SCHEDULE**

# OF HOURS: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

NAME: \_\_\_\_\_

PHONE: (H) \_\_\_\_\_

MAIL ADDRESS: \_\_\_\_\_

PHONE: (W) \_\_\_\_\_

PHONE (C) \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

**BLOCK OUT CLASS AND WORK HOURS BELOW. (INDICATE WHICH ONE IN BLOCK) LEAVE AVAILABLE TIMES BLANK.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	CLIENTS (SUPERVISOR USE)
8:15					
8:45					
9:15					
9:45					
10:15					
10:45					
11:15					
11:45					
12:15					
12:45					
1:15					
1:45					
2:15					
2:45					
3:15					
3:45					
4:15					

AUM SPEECH AND HEARING CLINIC  
STUDENT /EMPLOYEE  
CONFIDENTIALITY AGREEMENT

I understand that AUM Speech and Hearing Clinic has a legal and ethical responsibility to maintain patient privacy, including obligations to protect the confidentiality of patient information and to safeguard the privacy of patient information.

In addition, I understand that during the course of my employment/assignment/affiliation at AUM Speech and Hearing Clinic, I may see or hear other Confidential Information such as financial data and operational information pertaining to the practice that AUM Speech and Hearing Clinic is obligated to maintain as confidential.

As a condition of my employment/assignment/affiliation with AUM Speech and Hearing Clinic, I understand that I must sign and comply with this agreement.

By signing this document I understand and agree that:

I will disclose Patient Information and/or Confidential Information only if such disclosure complies with AUM Speech and Hearing Clinic policies, and is required for the performance of my job.

My personal access code(s), user ID(s), access key(s) and password(s) used to access computer systems or other equipment are to be kept confidential at all times.

I will not access or view any information other than what is required to do my job. If I have any question about whether access to certain information is required for me to do my job, I will immediately ask my supervisor for clarification.

I will not discuss any information pertaining to the practice in an area where unauthorized individuals may hear such information (for example, in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any Practice information in public areas even if specifics such as a patient's name are not used.

I will not make inquiries about any practice information for any individual or party who does not have proper authorization to access such information.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, modifications, or purgings of Patient Information or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring Patient Information or Confidential Information from AUM Speech and Hearing Clinic's computer system to unauthorized locations (for instance, home).

Upon termination of my employment/assignment/affiliation with AUM Speech and Hearing Clinic, I will immediately return all property (e.g. keys, documents, ID badges, etc.) to AUM Speech and Hearing Clinic.

I agree that my obligations under this agreement regarding Patient Information will continue after the termination of my employment/assignment/affiliation with AUM Speech and Hearing Clinic.

I understand that violation of this Agreement may result in disciplinary action, up to and including termination of my employment/assignment/affiliation with AUM Speech and Hearing Clinic and/or suspension, restriction or loss of privileges, in accordance with AUM Speech and Hearing Clinic's policies, as well as potential personal civil and criminal legal penalties.

I understand that any Confidential Information or Patient Information that I access or view at AUM Speech and Hearing Clinic does not belong to me.

I have read the above agreement and agree to comply with all its terms as a condition of continuing employment.

\_\_\_\_\_  
Signature of employee/physician/student/  
volunteer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Your Name

SUPERVISOR: \_\_\_\_\_

***AUM***  
***THERAPY LESSON PLAN***

Client: \_\_\_\_\_ Age: \_\_\_\_\_ Disorder: \_\_\_\_\_

Clinician: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Summary of Last Session Attended (Date: _____)		
<u>Objectives</u>	<u>Number of Responses</u>	<u>Accuracy</u>
1.		
2.		
3.		
4.		

Objectives	Procedures	Reinforcement	Results
1.			
2.			
3.			
4.			

### SPEECH THERAPY LOG

\_\_\_\_\_ Semester, 20\_\_

CLIENT: \_\_\_\_\_ DOE: \_\_\_\_\_

CLINICIAN: \_\_\_\_\_ THERAPY: 1 X a week

PAYMENT METHOD: MPS \_\_\_\_\_ MEDICAID \_\_\_\_\_ PRIVATE PAY \_\_\_\_\_

<b>Week 1</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 2</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 3</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 4</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 5</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 6</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 7</b>	<b>S</b>
<b>Date:</b>	<b>O</b>
	<b>A</b>
	<b>P</b>
<b>Week 8</b>	<b>S</b>



<b>Date:</b>	O
	A
	P
<b>Week 9</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 10</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 11</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 12</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 13</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 14</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 15</b>	S
<b>Date:</b>	O
	A
	P
<b>Week 16</b>	S
<b>Date:</b>	O
	A
	P

**MONTGOMERY PUBLIC SCHOOLS**  
**Annual Goal Progress Report**

Student Name: \_\_\_\_\_ IEP Initiation/Duration Dates From: \_\_\_\_\_ To: \_\_\_\_\_  
 Student ID Number: N/A School Year: \_\_\_\_\_  
 Date Sent: \_\_\_\_\_ IEP Annual Review Date: \_\_\_\_\_

Use the legends below to evaluate the student's progress toward the annual goals. The 1<sup>st</sup> column should indicate the *Report of Progress* using the numbers 1-4. The 2<sup>nd</sup> column should indicate the *Extent of Progress* using the numbers 1-4.

Report of Progress on Annual Goals

1. Goal has been met.
2. Some progress made.
3. Very little progress made.
4. No progress made.

Extent of Progress Toward Meeting the Annual Goals

1. Goal mastered.
2. Anticipate mastery.
3. Do not anticipate mastery.
4. *N/A* Not applicable during this grading period.

Measurable Annual Goals

<b>Report/Extent of Progress</b>	
<b>Record Date of Reporting Periods</b>	

COMMENTS:

Case Manager: C. Presley Phone: 244-3440

*Times New Roman Font, 12 pt, FULL Justification  
Graded Copy (first copy) should be DOUBLE-spaced*

**MANAGEMENT REPORT OUTLINE**  
\_\_\_\_\_ Semester, Year

**NAME:** \_\_\_\_\_ **PARENTS:** \_\_\_\_\_  
**DOB:** \_\_\_\_\_ **ADDRESS:** \_\_\_\_\_  
**AGE:** \_\_\_\_\_ **PHONE: (Home/Work)** \_\_\_\_\_  
**DOE:** \_\_\_\_\_

**STATEMENT OF PROBLEM**

(Include relevant background information, diagnostic information, previous therapy history, and beginning therapy date.)

**MANAGEMENT PLAN**

**Long Term Goals** (Semester Goals)

**Short Term Objectives** (Sequence) Must relate to long term goals and be in same order.  
Objectives are steps which lead to long term goals.

**Procedures** (Future Tense)

- Antecedent Events (instructional materials, approach, etc.)
- Response
- Subsequent Events

\_\_\_\_\_  
Name  
Student Clinician

\_\_\_\_\_  
Supervisor's Name & Credentials  
Speech-Language Pathologist

\*\*\*\*Right hand margin should be FULLY JUSTIFIED\*\*\*\*



*Times New Roman Font, 12 pt, FULL Justification - Graded Copy (first copy) should be DOUBLE-spaced  
\*\*\*\*Attach graded Management Report when submitting first copy of End of Semester Report\*\*\*\**

**END OF SEMESTER REPORT OUTLINE**  
\_\_\_\_\_ Semester, Year

**NAME:** \_\_\_\_\_ **PARENTS:** \_\_\_\_\_  
**DOB:** \_\_\_\_\_ **ADDRESS:** \_\_\_\_\_  
**AGE:** \_\_\_\_\_ **PHONE: (Home/Work)** \_\_\_\_\_  
**DOE:** \_\_\_\_\_

**STATEMENT OF PROBLEM**

(Same as Management Report)

**MANAGEMENT PLAN** (Same as Management Report)

**Long Term Goals** (Same as Management Report)

**Short Term Objectives** (Same as Management Report)

**Procedures** (Past Tense)

- Instructional and motivational events actually utilized
- Techniques which were effective/ineffective (if any)
- Level of compliance

**RESULTS OF CURRENT MANAGEMENT**

- Number of sessions attended out of number of sessions scheduled
- Progress toward objectives
  - Every goal must be addressed, whether attempted or not. State results in behavioral terms: i.e. "John spontaneously produced /s/ in the initial word position at word level with 90% accuracy."
  - If a goal was not addressed, state that it was not addressed due to time constraints, inadequate attendance, etc.
  - Provide adequate data so that the next clinician will know exactly what was accomplished during the preceding semester (i.e.-types of "WH" questions, categories of targeted vocabulary, etc.)

**RECOMMENDATIONS**

- Continuation of therapy
- Specific focus for following semester

\_\_\_\_\_  
Name  
Student Clinician

\_\_\_\_\_  
Supervisor's Name & Credentials  
Speech-Language Pathologist

\*\*\*\*Right hand margin should be FULLY JUSTIFIED\*\*\*\*

Sample EOS Report  
(Times New Roman with Full Justification)

END OF THE SEMESTER REPORT

FALL, 2005

NAME:	PARENTS:
DOB:	ADDRESS:
AGE:	
DOE:	PHONE:
	REFERRAL:

STATEMENT OF PROBLEM

CHILD'S NAME, a five year two month old female was seen at the AUM Speech and Hearing Clinic for an evaluation of her speech and language skills on December 8, 2005.

The Goldman-Fristoe Test of Articulation-2 (GFTA-2) was administered to assess overall phonological development. CHILD'S NAME obtained a raw score of 30 and a standard score of 72, which yielded a percentile rank of 10.

The Preschool Language Scale-4 (PLS-4) was also administered to assess CHILD'S NAME expressive and receptive language abilities. On the expressive communication portion, CHILD'S NAME obtained a standard score of 84, which placed her in the 14<sup>th</sup> percentile rank. On the auditory comprehension subtest, CHILD'S NAME received a standard score of 85, which placed her in the 16<sup>th</sup> percentile rank. CHILD'S NAME obtained a total language standard score was 83, which placed her in the 13<sup>th</sup> percentile rank.

CHILD'S NAME began therapy Fall semester, 2005.

MANAGEMENT PLAN

Long-Term Goals:

1. CHILD'S NAME will spontaneously produce the /s/ phoneme in the initial word position at the word level with 90% accuracy.
2. CHILD'S NAME will spontaneously produce the /f/ phoneme in the final word position at the word level with 90% accuracy.

Short-Term Objectives:

- 1a. CHILD'S NAME will imitatively produce the /s/ phoneme in the initial word position at the word level with 90% accuracy.
- 1b. CHILD'S NAME will spontaneously produce the /s/ phoneme in the initial word position at the word level with 90% accuracy.
- 2a. CHILD'S NAME will imitatively produce the /f/ phoneme in the final word position at the word level with 90% accuracy.
- 2b. CHILD'S NAME will spontaneously produce the /f/ phoneme in the final word position at the word level with 90% accuracy.

PROCEDURES

The clinician used articulation cards to elicit target responses. Verbal praise was the primary reinforcement throughout each therapy session. However, tangible reinforcers, such as games, were used to stimulate interest and participation. Homework was given at the end of each session.

RESULTS OF CURRENT MANAGEMENT

CHILD'S NAME attended 15 out of 16 sessions. At this time, she imitatively produced the /s/ phoneme in the initial word position at the word level with 82% accuracy. CHILD'S NAME spontaneously produced the /f/ phoneme in the final word position at the word level with 75% accuracy.

RECOMMENDATIONS

It is recommended that CHILD'S NAME continue therapy on a bi-weekly basis. Emphasis should be placed on the current management plan.

---

YOUR NAME  
Student Clinician

---

SUPERVISOR'S NAME, M.S., CCC/SLP  
Speech-Language Pathologist



AUM Speech & Hearing Clinic  
 COMM 4912  
**CLINICAL PRACTICUM SESSION EVALUATION FORM**

Client: \_\_\_\_\_

Clinician: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**KEY:** 4 – excellent  
 2 – satisfactory  
 N/A – not applicable

3 – above average  
 1 – needs improvement  
 N/O – not observed

**I. Lesson Plans/Objectives**

- A. Appropriate to needs of client
- B. Based on previous progress
- C. Expectations presented clearly and behaviorally

4	3	2	1	N/A	N/O

**II. Materials**

- A. Evidence of thorough preparation
- B. Appropriate to objectives
- C. Development of original materials
- D. Ability to readily manipulate materials

4	3	2	1	N/A	N/O

**III. Therapy Strategies**

- A. Approach based on comprehension of theory
- B. Target behaviors modeled accurately
- C. Techniques/materials appropriate for client's age level and disorder
- D. Encouragement of self-evaluation by client
- E. Appropriate type and schedule of reinforcement
- F. Appropriate home assignments given with written instruction/demonstration

4	3	2	1	N/A	N/O

**IV. Session Implementation**

- A. Professional appearance
- B. Ease in therapy situation
- C. Appropriate interpersonal skills (establishing rapport, client motivation, use of positive verbal reinforcement)
- D. Communication style adapted to needs of client (vocabulary, language level, nonverbal communication)
- E. Clear instructions given for each target behavior
- F. Target-specific feedback provided consistently
- G. Provision for flexibility
- H. Client behavior managed appropriately and consistently
- I. Time managed effectively

4	3	2	1	N/A	N/O

**V. Data Collection**

- A. Adequate number of responses obtained
- B. Ability to judge responses accurately
- C. Consistent, accurate data collection

4	3	2	1	N/A	N/O



Auburn University Montgomery  
 Speech and Hearing Clinic

SPEECH-LANGUAGE PATHOLOGY: \_\_\_\_\_ Observation \_\_\_\_\_ Practicum \_\_\_\_\_

SS# \_\_\_\_\_

Semester/Year \_\_\_\_\_

Age Level	Record hours under areas in which they were obtained.						TOTAL HOURS	Supervisor's Full Name	Supervisor's Initials	Supervisor's ASHA Account Number	Supervisor's CCC Area	Observation/ Practicum Site	Practicum Completion Date
	Language Disorders	Articulation Disorders	Voice Disorders	Fluency Disorders	Related Disorders	Other*							

**A. Treatment:**

0-3 yrs.													
3-6 yrs.													
6-12 yrs.													
12-18 yrs.													
Adult													
<b>TOTALS:</b>													

**B. Evaluation:**

0-3 yrs.													
3-6 yrs.													
6-12 yrs.													
12-18 yrs.													
Adult													
<b>TOTALS:</b>													

\*Screenings, Staffings, and Consultations

NSSLHA STUDENT CLINIC HOURS RECORD

NAME: \_\_\_\_\_

CLINIC COURSE  
INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_

NUMBER OF HOURS COMPLETED: \_\_\_\_\_

DESCRIPTION OF SERVICE  
PROVIDED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FACULTY SIGNATURE: \_\_\_\_\_

- 1) COMPLETE THIS FORM, PROVIDING THE REQUIRED INFORMATION.
- 2) HAVE A MEMBER OF THE CLINIC FACULTY OR DR. BETTIE BORTON SIGN THE FORM. THIS PERSON NEEDS TO BE SOMEONE WHO KNOWS EXACTLY HOW YOU PARTICIPATED IN PROVIDING SERVICE HOURS FOR NSSLHA.
- 3) GIVE THE SIGNED, COMPLETED FORM TO YOUR CLINIC SUPERVISOR BY MONDAY MAY 6TH.



Hearing Screening Form

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Pass: \_\_\_\_ Fail: \_\_\_\_

	Right	Left
500 Hz		
1000Hz		
2000Hz		
4000Hz		

Comments:

---

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Examples of Behaviorally Written Goals

1. \_\_\_\_\_ will spontaneously produce the /r/ phoneme in the initial position of words with 85% accuracy.
2. \_\_\_\_\_ will spontaneously produce the /r/ phoneme in the word-initial position with 85% accuracy.
3. \_\_\_\_\_ will imitatively produce the /s/ sound in the final position of words in sentences with 90% accuracy.
4. \_\_\_\_\_ will imitatively produce the /s/ sound in the word-final position in sentences with 90% accuracy.
5. 95% correct discrimination of the /k/ sound when presented in random order with other phonemes.
6. \_\_\_\_\_ will imitatively produce the /g/ phoneme in isolation with 90% accuracy.
7. \_\_\_\_\_ will demonstrate increased receptive vocabulary skills by identifying 8 of 10 items (pictures) in \_\_\_\_\_ category.
8. \_\_\_\_\_ will demonstrate increased expressive vocabulary skills by naming 8 of 10 items (pictures) in \_\_\_\_\_ category.
9. \_\_\_\_\_ will correctly name and identify functions of pictured items with 85% accuracy.
10. \_\_\_\_\_ will spontaneously produce present progressive verb form in sentences with 90% accuracy.
11. \_\_\_\_\_ will spontaneously produce irregular past tense verb forms in sentences with 90% accuracy.
12. \_\_\_\_\_ will spontaneously produce a four semantic relation utterance with 75% accuracy.



SHORT TERM OBJECTIVES FOR ARTICULATION

1. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in isolation with \_\_\_\_\_ % accuracy.
2. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in isolation with \_\_\_\_\_ % accuracy using objects, pictures, or written letters.....  
(This objective would only be used with children that can read.)
3. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in CV and/or VC syllables with \_\_\_\_\_ % accuracy.
4. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the initial word position at the word level with \_\_\_\_\_ % accuracy.
5. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the initial word position at the word level with \_\_\_\_\_ % accuracy.
6. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the final word position at the word level with \_\_\_\_\_ % accuracy.
7. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the final word position at the word level with \_\_\_\_\_ % accuracy.
8. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the medial word position at the word level with \_\_\_\_\_ % accuracy.
9. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the medial word position at the word level with \_\_\_\_\_ % accuracy.
10. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the initial word position in sentences with \_\_\_\_\_ % accuracy.
11. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the initial word position in sentences with \_\_\_\_\_ % accuracy.
12. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the final word position in sentences with \_\_\_\_\_ % accuracy.
13. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the final word position in sentences with \_\_\_\_\_ % accuracy.

14. \_\_\_\_\_ will imitatively produce the \_\_\_\_\_ phoneme in the medial word position in sentences with \_\_\_\_\_ % accuracy.
15. \_\_\_\_\_ will spontaneously produce the \_\_\_\_\_ phoneme in the medial word position in sentences with \_\_\_\_\_ % accuracy.
16. \_\_\_\_\_ will produce the \_\_\_\_\_ phoneme while reading with \_\_\_\_\_ % accuracy. (If the child is school age/ reading.)
17. \_\_\_\_\_ will produce the \_\_\_\_\_ phoneme in structured conversational speech with \_\_\_\_\_ % accuracy.
18. \_\_\_\_\_ will produce the \_\_\_\_\_ phoneme in unstructured conversational speech in a variety of settings with \_\_\_\_\_ % accuracy.

NOTE: If going from word level to sentence level is too large a step, insert "structured phrases." These objectives are written using exactly the same format as #10-#16, then proceed to the sentence level.

## Goals and Objectives: Pre-Language Level

### Sensory Stimulation

- 1. To improve response to environmental sound**  
The student will respond when instructor creates an environmental sound, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 2. To improve response to the human voice**  
The student will respond to the human voice by (a) turning head in the direction of the voice; (b) moving eyes in the direction of the voice; (c) responding to name being called by (specify response); (d) selectively attending to voice by (specify response), \_\_\_\_\_ out of \_\_\_\_\_ times.
- 3. To improve visual regard**  
The student will (a) establish a line of regard by looking at a desired object; (b) follow a line of regard as established by instructor, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 4. To improve response to visual stimulation**  
The student will respond to the visual stimulation of (object) by (a) focusing on the object; (b) tracking the object horizontally; (c) tracking the object vertically; (d) other (specify response), \_\_\_\_\_ out of \_\_\_\_\_ times.
- 5. To improve eye contact**  
The student will (a) return; (b) maintain; (c) establish appropriate eye contact in interactions with adults and/or peers, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 6. To improve visual regard, reaching, and grasping responses**  
The student will respond to the stimulation of a brightly colored toy by (a) reaching for and grasping the object; (b) reaching for the object; (c) gazing alternately at the object and then at the instructor; (d) gazing at and sharing joint attention of the object with the instructor, \_\_\_\_\_ out of \_\_\_\_\_ times.

### Object Relations

- 7. To improve comprehension of object permanence**  
The student will retrieve (number) (objects) when hidden by instructor as the student watches, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 8. To improve comprehension of the function of common objects**  
The student will demonstrate appropriate use of common objects when instructor presents an object and says, "Show me how you use this," \_\_\_\_\_ out of \_\_\_\_\_ times.

### Means-End Causality

- 9. To improve means of using an object as a tool to attain a desired item**  
The student will use environmental objects as tools to attain desired items that are out of reach, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 10. To improve means of acquiring adult attention**  
The student will (a) gesture; (b) use an environmental object; (c) physically contact the instructor; (d) vocalize; (e) vocalize and gesture, to gain instructor's attention when instructor has withdrawn eye contact, attention, and a desirable object from the student, \_\_\_\_\_ out of \_\_\_\_\_ times.

23. **To improve use of communicative gestures to express desire for recurrence of an object or action**  
The student will indicate a desire for recurrence by (a) pointing to the item, (b) vocalizing and gesturing toward the item, (c) alternately gazing at the object and then at the instructor, (d) gazing at the object, or (e) using instructor's hand as a tool, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Social Interaction

24. **To improve maintenance and establishment of physical proximity**  
The student will (a) maintain the physical proximity established by instructor; (b) establish appropriate physical proximity when interacting in conversation or play situations, \_\_\_\_\_ out of \_\_\_\_\_ times.
25. **To improve turn-taking**  
The student will respond to instructor's initiation of a social interactive game by returning the action or object, \_\_\_\_\_ out of \_\_\_\_\_ times.
26. **To improve appropriate and symbolic play**  
The student will (a) play appropriately with toys having specific functions, or (b) use toys that have nonspecific functions in a symbolic or representational manner, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Pragmatic Analysis

27. **To improve and vary functions of nonverbal communication**  
The student will (specify the nonverbal means of communication used) to communicate (a) request for objects; (b) request for actions; (c) calling for attention; (d) rejection or negation; (e) affirmation; (f) recurrence; (g) greetings, \_\_\_\_\_ out of \_\_\_\_\_ times.



11. **To improve identification of pictures of clothing by noun labels**  
The student will respond to commands involving identification of clothing in pictures by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (clothing)," \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Verbs and Action Commands

12. **To improve identification of an object by its function**  
The student will identify common objects by pointing to or touching the appropriate object when instructor presents a choice and says, "Find the one we (verb describing function) with," \_\_\_\_\_ out of \_\_\_\_\_ times.
13. **To improve identification of a picture of an object by its function**  
The student will identify objects by pointing to or touching the appropriate picture when instructor presents a choice and says, "Find the one we (verb describing function) with," \_\_\_\_\_ out of \_\_\_\_\_ times.
14. **To improve response to action commands**  
The student will carry out an action when instructor says, "Show me how you (verb)," \_\_\_\_\_ out of \_\_\_\_\_ times.
15. **To improve response to action pictures by indicating verbs**  
The student will identify action pictures by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (verb)," \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Comprehension of Two-Word Phrases

16. **To improve response to two-word phrases (noun agent + action) involving pictures**  
The student will identify pictures containing two components (noun agent + action) by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (person) (actioning)," \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Prepositional and Noun Location Commands

17. **To improve response to location commands involving objects**  
The student will carry out an action involving manipulation of objects when instructor says, "Put (object) (location)," \_\_\_\_\_ out of \_\_\_\_\_ times.
18. **To improve response to prepositional location commands involving objects**  
The student will carry out an action involving the prepositions *in, out, on, off, over, under* when instructor presents an object and gives a prepositional command, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Classification and Categorization

19. **To improve classification and categorization skills involving objects**  
The student will classify objects by sorting them into categories and placing them in appropriate containers or piles when instructor presents objects and gives directives, \_\_\_\_\_ out of \_\_\_\_\_ times.
20. **To improve classification and categorization skills involving pictures**  
The student will classify pictures by sorting them into categories and placing them in appropriate containers or piles when instructor presents pictures and gives directives, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Adjectives and Attributes

21. **To improve comprehension of size adjectives and attributes (big, little)**  
The student will carry out an action involving the size adjectives *big* and *little* when instructor says, "Give me the (big/little) (object)," \_\_\_\_\_ out of \_\_\_\_\_ times.

## Goals and Objectives: Expressive Level I

### Noun Labels

- 1. To improve expression of basic wants and needs**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express (a) a single-word utterance, (b) a phrase, or (c) a sentence to indicate basic wants and needs, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 2. To improve expression of noun labels for common objects**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express noun labels when instructor presents an object and says, "What is it?" \_\_\_\_\_ out of \_\_\_\_\_ times.
- 3. To improve expression of noun labels for body parts**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the names of body parts when instructor points to a body part and asks, "What is this?" \_\_\_\_\_ out of \_\_\_\_\_ times.
- 4. To improve expression of noun labels for objects, people and clothing in pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express noun labels for common objects, people, or clothing when instructor presents a picture and says, "(Who/What) is it?" \_\_\_\_\_ out of \_\_\_\_\_ times.
- 5. To improve expression of noun agent to acquire adult attention**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the names of people in the environment when addressing them or when calling for adult attention, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 6. To improve expression of a noun agent label in response to a "who" question**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express responses to "who" questions that require a noun agent answer, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 7. To improve expression of a noun label in response to a "what" question**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express responses to "what" questions that require a noun label answer, \_\_\_\_\_ out of \_\_\_\_\_ times.
- 8. To improve naming of items within a category**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the name of items within a category when instructor says, "Tell me the name of a (category)," \_\_\_\_\_ out of \_\_\_\_\_ times.

### Actions and Verbs

- 9. To improve naming of the function of objects**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the function of an object when instructor presents it and says, "What do we do with this?" \_\_\_\_\_ out of \_\_\_\_\_ times.
- 10. To improve expression of the functions of objects in pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the function of noun objects when instructor presents a picture and asks, "What do we do with this?" \_\_\_\_\_ out of \_\_\_\_\_ times.



21. **To improve expression of specific quantity**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express quantity when instructor presents a specific number of objects and asks, "How many are there?" \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Two-Word Phrases

22. **To improve expression of two-word phrases involving action-producing objects**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express two-word phrases containing object + action or action + object when instructor presents action-producing toys or objects and asks, "What do you want?" \_\_\_\_\_ out of \_\_\_\_\_ times.
23. **To improve expression of two-word phrases involving pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express two-word phrases containing agent + object or agent + action when instructor presents a picture and asks "What do you see?" or "What is happening?" \_\_\_\_\_ out of \_\_\_\_\_ times.
24. **To improve expression of two-word phrases involving an adjective or attribute + object**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express two-word phrases containing adjective or attribute + object for size and color when instructor presents a pair of objects that differ in only one attribute and says, "Tell me about this one," \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Interrogatives

25. **To improve responses to varied questions**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express responses to varied questions when instructor presents a situational picture or asks about an existing situation, using varied questions, \_\_\_\_\_ out of \_\_\_\_\_ times.
26. **To improve expression of questions**  
The student will verbalize, sign, or use an alternate or augmentative communication system to request objects, actions, or information, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Social Interaction

27. **To improve expression of greetings and polite social forms**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express greetings in (a) reciprocation to another's social contact; (b) initiation of social contact with another, \_\_\_\_\_ out of \_\_\_\_\_ times.
28. **To improve expression of information about self**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express responses to questions about self, \_\_\_\_\_ out of \_\_\_\_\_ times.
29. **To improve eye contact**  
The student will (a) return; (b) maintain; (c) establish appropriate eye contact when engaging in expressive communication with adults and/or peers, \_\_\_\_\_ out of \_\_\_\_\_ times.
30. **To improve maintenance and establishment of physical proximity**  
The student will (a) maintain the physical proximity established by the instructor; (b) establish appropriate physical proximity when interacting in conversation, \_\_\_\_\_ out of \_\_\_\_\_ times.
31. **To improve communicative turn-taking**  
The student will verbalize, sign, or use an alternate or augmentative communication system to participate in conversation for two or more reciprocal turns at talking per interaction, \_\_\_\_\_ out of \_\_\_\_\_ times.

## Goals and Objectives: Receptive Level II

### Labels: Nouns and Pronouns

- To improve identification of pictures by noun labels**  
The student will identify unit noun pictures by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (noun)," \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve recognition of pictures of objects needed for routine tasks**  
The student will identify all objects needed to complete a routine task by pointing to or touching the appropriate pictures when instructor presents a choice and says, "(Show me/Point to) the pictures of things you need to (do task)," \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve comprehension of personal pronouns (he, she, they)**  
The student will indicate comprehension of the personal pronouns *he, she,* and *they* by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (personal pronoun) (is/are) (actioning)," \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve comprehension of possessive pronouns (my and your)**  
The student will carry out an action indicating comprehension of the possessive pronouns *my* and *your* when instructor says, "Show me (my/your) (body part/object)," \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve comprehension of possessive pronouns (his, hers, theirs)**  
The student will indicate comprehension of the possessive pronouns *his, hers,* and *theirs* by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (possessive pronoun) (object)," \_\_\_\_\_ out of \_\_\_\_\_ times.

### Verbs and Action Commands

- To improve identification of pictures of complex actions by indicating verbs**  
The student will identify complex actions in pictures by pointing to or touching the appropriate picture when instructor presents a choice of action pictures and says, "Show me (verb)," \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve response to commands involving two unrelated actions**  
The student will respond to commands involving two unrelated actions when instructor gives a two-part command, \_\_\_\_\_ out of \_\_\_\_\_ times.
- To improve identification of present, past, and future tense actions (verbs) in pictures**  
The student will identify present, past, and future tense of verbs by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (present/past/future tense) (verb)," \_\_\_\_\_ out of \_\_\_\_\_ times.

### Comprehension of Three-Word Phrases

- To improve comprehension of three-word phrases involving noun agent + action + object**  
The student will indicate comprehension of phrases containing three components (noun agent + action + object) by pointing to or touching the appropriate picture when instructor presents a choice and says, "Show me (person) (action) (object)," \_\_\_\_\_ out of \_\_\_\_\_ times.



The student will point to or touch the appropriate picture that is associated with a stimulus picture when instructor presents a choice and says, "This is a (object). Find the one that goes with this," \_\_\_\_\_ out of \_\_\_\_\_ times.

### Interrogatives

21. **To improve responses to "when-what" questions requiring a noun answer**  
The student will respond to "when-what" questions by pointing to or touching the appropriate picture when instructor presents a choice and asks a "when-what" question, \_\_\_\_\_ out of \_\_\_\_\_ times.
22. **To improve responses to "when" questions**  
The student will respond to "when" questions by pointing to or touching an appropriate picture depicting time when instructor asks a "when" question, \_\_\_\_\_ out of \_\_\_\_\_ times.
23. **To improve responses to "how" questions**  
The student will respond to "how" questions by demonstrating appropriate actions (miming or role playing) when instructor asks a "how" question, \_\_\_\_\_ out of \_\_\_\_\_ times.
24. **To improve responses to varied questions**  
The student will respond to varied questions by pointing to or touching the appropriate component picture when instructor presents a situation picture, describes it, and asks simple questions about its content (such as, *who, what, where, when, why*), \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Affirmation and Negation

10. **To improve expression of affirmation and negation of an object**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express affirmation by repeating the object name or expressing "yes," and to express negation by naming the correct label or expressing "no," when instructor presents an object and asks, "Is this a (object)?" \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Locations and Prepositions

11. **To improve expression of locations and prepositions involving objects**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the prepositions *beside*, *in front of*, *in back of/behind*, or *between* when instructor places an object and asks, "Where is (object)?" \_\_\_\_\_ out of \_\_\_\_\_ times.
12. **To improve expression of locations and prepositions involving objects in pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the prepositions *in*, *on*, *under*, *beside*, *in front of*, *behind/in back of*, and *between* when instructor presents a picture of a spatial relationship and asks, "Where is the (object)?" \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Plurals

13. **To improve expression of plurals**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express regular or irregular plurals when instructor presents a picture showing more than one item and says, "Here is a (object). Here are (number) (objects)," \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Categorization

14. **To improve expression of noun labels for categories in pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express categories of objects when instructor presents pictures of several objects belonging to the same category and asks, "What are these?" \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Adjectives and Attributes

15. **To improve expression of quality adjectives and attributes in pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express quality adjectives and attributes when instructor presents two pictures that contrast in quality and says an open-ended sentence giving one of the two qualities, "This (object) is (adjective/attribute) and that one is (contrasting adjective/attribute)," \_\_\_\_\_ out of \_\_\_\_\_ times.
16. **To improve expression of comparatives and superlatives**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express the comparative and superlative forms of adjectives and attributes when instructor presents a sequence of objects or pictures and says an open-ended sentence, \_\_\_\_\_ out of \_\_\_\_\_ times.

#### Three-Word Phrases

17. **To improve expression of three-word phrases involving pictures**  
The student will verbalize, sign, or use an alternate or augmentative communication system to express three-word phrases containing agent + action + object when instructor presents a picture and asks, "What is happening?" \_\_\_\_\_ out of \_\_\_\_\_ times.

### Sequencing and Sentence Structure

30. **To improve connected language**

The student will verbalize, sign, or use an alternate or augmentative communication system to express (number)-word phrases containing elements of (specify) to describe each picture of a (number)-picture sequence, \_\_\_\_\_ out of \_\_\_\_\_ times.

31. **To improve connected language**

The student will verbalize, sign, or use an alternate or augmentative communication system to express sentence patterns and components when presented with a real situation or a picture, \_\_\_\_\_ out of \_\_\_\_\_ times.

SPA 482  
MBH

PHONOLOGICAL INTERVENTION  
Suggestions for Training

Underlying Principles or Concepts

1. Normal children learn the phonological system largely by hearing it used by others. Therapy, therefore, will include giving auditory input about the sound patterns being trained. Perhaps the child who is deficient in phonological skills requires more auditory input than a normally-learning child.
2. In normal development, children acquire phonological patterns over time and they generalize patterns from one context to other contexts. Take advantage of this tendency when designing a phonological intervention program. It is not necessary to teach a particular pattern until a child has completely mastered it.
3. Consider the phonetic context of words that are chosen for training. Complete a phonetic inventory for the child, i.e., determine which consonants/vowels s/he is able to produce. Select early training words that contain those phonemes, but not more difficult phonemes.
4. Use visual/tactile cues to reinforce the patterns being taught. For example, place a finger at the throat to signal a velar-place sound; run a finger down a child's arm in a sweeping motion to signal production of a continuant sound if the child normally stops the sound; use an abrupt motion of the hand or a quick tap on the child's arm to signal a stop consonant. Remember, you're teaching patterns.
5. When emphasizing a particular phonological process or pattern, choose several phonemes to represent that pattern. Example: In teaching a child to close syllables, use a variety of ending consonants; when teaching a child to suppress "stopping of fricatives", choose several fricatives (s, z, sh, f, etc.) to illustrate. It is not necessary to use all sounds in a given class, however, since children normally generalize to other appropriate contexts.
6. When presenting production practice, use meaningful stimuli as much as possible, rather than nonsense syllables/words.
7. Remember, the child is learning rules or patterns, not simply individual phonemes. When he makes an error in production, the clinician may want to respond as if he fails to communicate. Example: A child uses fronting. If he says "Look at the tea" (meaning "key"), the clinician does not say "No, your tongue needs to go up in the back - say key, key". Instead the clinician responds as if the child really means "tea" - "What, where's the tea? I don't see any tea. All I see is a key."



- b. Story: Present the word pairs to the child in the form of a story which you have constructed. As you tell the story to the child, place emphasis on the critical elements of the word pairs (i.e., the ending consonant, the front or back consonant.) This allows the child to grasp the meaning of the target words in context.
- c. Contrast Board: As you tell the story and present the stimulus words, the pictures are placed on a "Contrast Board" which illustrates the contrast being trained. For example, a red traffic light would represent "stop" sounds - a green light could represent "go" or continuant sounds). As you tell your story, place the stimulus cards on the appropriate side of the board. The purpose of this section of training is to be sure that the child understands the meanings of the words being used and to introduce the contrast being taught.
- d. After introducing the story, remove the word-pair cards from the board and train child to produce the words. A variety of activity ideas can be used here.
- e. As the child shows evidence of producing the words accurately, begin to incorporate them back into your story. As you repeat the story several times, let the child have more and more responsibility until s/he is telling the story without assistance and with correct sounds. If the child produces a target word incorrectly, s/he will probably be saying the opposite word of the pair. The clinician should respond as if the child said the incorrect word.

It is also not necessary at first for the child to produce the sounds correctly in the target words, but merely to produce the contrast. For example, the child may close syllables with the incorrect sounds at first, but would receive credit for closing syllables if s/he usually produces open syllables.

In summary, each session of therapy will consist of training sequences with one or more target processes. A period of auditory training will be given first, followed by production practice in story form.

Clinician: Tha was row (points to picture). I said road. She pedaled her bike on the road.

Child: road on the road

Clinician: Good. road (points to picture) road. I heard the back on that word that time. road. She pedaled down the road and parked on the front row. Then she bought a pie ... say pie.

Child: a pie. That goes over here.

Clinician: Good for you. The pie goes here .. It doesn't have a back on it. She bought a pie. That was for dinner. Then she bought Grandpa a pipe. She bought him a pipe.

Child: bought him a pie..

Clinician: A pie? (Points to pie) No, she bought Grandpa a pipe. Tell me what she bought him. A pipe.. a pipe.

Child: a pipe... got Grandpa a pipe

This process continues until the child is producing the target words so that the open-closed contrast is used.

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AUDIOLOGY: \_\_\_\_\_ Observation \_\_\_\_\_ Practicum \_\_\_\_\_

Full name \_\_\_\_\_ SS# \_\_\_\_\_ Semester \_\_\_\_\_

Record hours under areas in which they are obtained.

Patient's Age	Diagnostic/ Assessment	Rehabilitation	Supervisor's Name	Supervisor's Initials	Supervisor's ASHA Account Number	Supervisor's CCC Area	Observation/ Practicum Site	Practicum Completion Date
Adult Total:								Total hours:
Pediatric Total:								



AUDIOLOGY OBSERVATION COMPLETION FORM  
(Revised July 2016)

\_\_\_\_\_ has completed \_\_\_\_\_ hours of clinical  
audiology observation time at the Auburn University Montgomery (AUM) Speech and Hearing Clinic.

All observation forms have been completed by the student and verified by the instructor.

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Date



## AUDIOLOGY CLINICAL OBSERVATION SUMMARY FORM

(Revised July 2016)

Student Clinician \_\_\_\_\_ Client's Initials \_\_\_\_\_

Date of Appointment \_\_\_\_\_ Type of Appointment \_\_\_\_\_

Why is the client here today? \_\_\_\_\_  
\_\_\_\_\_

What is the client's major concern? \_\_\_\_\_  
\_\_\_\_\_

Pertinent case history \_\_\_\_\_  
\_\_\_\_\_

Does the client wear a hearing aid? \_\_\_\_\_ If yes, what brand? \_\_\_\_\_

Which ear(s) \_\_\_\_\_ What is the style? \_\_\_\_\_

What procedure(s) was done today? (Circle the number and fill-in the blanks)

1) Otoscopy results \_\_\_\_\_

2) Immittance test results \_\_\_\_\_

3) Pure-tone air conduction test PTA right ear \_\_\_\_\_ dB PTA left ear \_\_\_\_\_ dB

4) Pure-tone bone conduction test

5) Speech reception thresholds Right ear \_\_\_\_\_ dB Left ear \_\_\_\_\_ dB

6) Word recognition scores Right ear \_\_\_\_\_ % Left ear \_\_\_\_\_ %

7) Hearing Aid Listening Check results \_\_\_\_\_  
\_\_\_\_\_

8) Hearing Aid Evaluation Aids trialed 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Which aid was selected? \_\_\_\_\_

9) Real ear measurement results \_\_\_\_\_

10) Other tests or procedures \_\_\_\_\_  
\_\_\_\_\_

11) Describe the hearing loss for each ear: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




**AUDIOLOGY OBSERVATION SCHEDULE (Revised May 2012)** SEMESTER \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE: (H) \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: (C) \_\_\_\_\_

STUDENT #: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

BLOCK OUT CLASS AND WORK HOURS BELOW. (INDICATE WHICH ONE IN BLOCK) LEAVE AVAILABLE TIMES BLANK.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30					
9:30					
10:30					
11:30					
12:30					
1:30					
2:30					
3:30					

**AUDIOLOGY OBSERVATION GRADE FORM**  
 (Revised July 2016)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1
Timeliness	On time	Late or left early with permission	Late or left early without permission	Did not show
Professional Attitude	Showed poise, respect, and compassion to patients; Dressed appropriately for clinic	Showed poise, respect, & compassion to patients & others most of the time; Dressed appropriately for clinic	Occasionally interacted poorly with patients or others, was not appropriately attired, or failed to show respect or compassion	Interacted poorly or not at all with patients and others, was persistently dressed inappropriately & often failed to show respect & compassion
Preparedness	Student brought listener & appropriate forms to clinic			Student failed to bring listener & appropriate forms to clinic
Comments:				Overall:

Observation Time: \_\_\_\_\_

\_\_\_\_\_  
 Ashley Godwin, Au.D., CCC-A

\_\_\_\_\_  
 Katie Slade, Au.D., CCC-A