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JUDD LEIGHTON SPEECH AND LANGUAGE GRADUATE CLINIC HANDBOOK


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MARY'S**
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Welcome to Your Clinical Education Journey

Our clinic and its satellite locations operate with a commitment to equity, evidence-based practice, and the ethical delivery of care. Clinical training is designed to prepare future professionals who advocate for and serve diverse populations with integrity and compassion

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Personal and Professional Growth

Each student progresses at their own unique pace:

- Stay focused on your own learning journey and clinical development.
- Remain open to constructive feedback, using it as a tool for improvement and growth.
- Avoid comparing your progress to that of your peers; growth happens individually and uniquely.

Important Resources for Students

- [ASHA Practice Policy](#)
- [Speech-Language Pathology and Audiology Certification](#) and state licensing requirements
- [Code of Ethics](#)
- [Scope of Practice in Speech-Language Pathology](#)
- [Evidence-Based Practice Toolkit](#)
- [ASHA Practice Portal](#)
- [S.T.E.P.— Student to Empowered Professional Mentoring Program](#)

Clinical Training Overview

Clinical experiences—both on and off campus—are designed to meet the certification requirements of the **Council for Clinical Certification (CFCC)** in Speech-Language Pathology. These experiences ensure that graduate students work with clients across the lifespan and build competencies in a range of service settings.

You'll begin your clinical training in supportive, faculty-guided environments, including:

- [Judd Leighton Speech and Language Clinic \(JLSLC\)](#) – our on-campus clinic offering pediatric and adult services. This site provides foundational experiences in assessment, intervention, and interprofessional collaboration.
- [Early Childhood Development Center \(ECDC\)](#) – where students deliver prevention-based services using a Multi-Tiered System of Support (MTSS), including classroom instruction, small group intervention, and individual therapy.
- [Convent of the Sisters of the Holy Cross](#) – where students provide client-centered care to older adults with complex medical and cognitive needs.

These early placements are supervised closely to help students apply foundational academic knowledge in real-world settings while developing their professional identities.

As students progress, they move into more independent roles during off-campus placements, which may include school systems, hospitals, outpatient clinics, private practices, and early intervention programs. Most students complete all academic coursework prior to beginning their final placement (the externship).

Required Supervision by ASHA-Certified Clinical Educators

All clinical services provided by graduate students must be supervised in accordance with **ASHA Certification Standard V-E**. Supervisors must:

- Provide **direct, real-time supervision for no less than 25%** of each student's total contact with each client throughout the practicum experience

View the full ASHA supervision standard here: <https://www.asha.org/certification/2020-slp-certification-standards/#VE>

At **Saint Mary's College**, supervision expectations are more rigorous to ensure high-quality instruction and client care:

- The program typically provides **35–50% direct supervision for treatment sessions** and **50–75% for diagnostic sessions**, especially during the early stages of student training.
- Supervisors are present and available to provide real-time feedback, guidance, and support during clinical service delivery.

Master Coverage:

There is always a licensed SLP providing Master Coverage across all clinical sites on Saint Mary's campus. If a student is unable to reach their assigned clinical supervisor, they can contact the SLP listed on the **Master Coverage schedule**, which is posted in the clinic. The Master Coverage clinician is available by phone or email to ensure continuous supervision and client safety. Students are expected to use this support appropriately and proactively when questions or issues arise during clinical care.

Master Coverage exists to ensure that a licensed SLP is always available to oversee clinical services across all campus sites. However, Master Coverage is not a substitute for your assigned supervisor. Students must first make a reasonable attempt to contact their supervisor directly. If your supervisor is unavailable and immediate guidance is needed to ensure client safety or support service delivery, you are expected to contact the SLP listed on the Master Coverage schedule, which is posted in the clinic.

Students are expected to maintain open, timely, and professional communication with their assigned supervisor. This includes:

- Notifying your supervisor in advance of absences or schedule changes
- Consulting them before making changes to a treatment plan
- Promptly reporting client concerns, documentation issues, or incidents

- Responding professionally to feedback and supervisory direction

Student Responsibility and Accountability

While under supervision, students are **fully responsible** for all aspects of client care. This includes:

- Planning and implementing therapy
- Conducting evaluations
- Communicating with clients and caregivers
- Completing and submitting documentation in a timely manner
- Managing follow-up recommendations, referrals, and care coordination
- Accurately tracking hours in Calipso and maintaining the EMR

You are practicing under your supervisor's license. As such, your professionalism, clinical decisions, documentation, and interactions directly reflect on your supervisor's licensure and ethical responsibility. **Any breach in clinical responsibility may place client welfare at risk and jeopardize your eligibility for future placements.**

Failure to meet expectations regarding supervision, documentation, or professional conduct may result in an action plan, remediation, or removal from your clinical assignment.

Grading & Clinical Progression

Clinical competencies are continuously evaluated:

- Competencies are assessed via the SMC SLP Clinical Competency rating scale (Emerging to Independent).
- Action plans will be implemented if scores fall below required thresholds.
- Meeting specific score benchmarks is necessary for advancement to external placements and externships.
- Please see full [Graduate Clinic Grading Policy](#) here

Clinical skills are assessed using a 5-point SLP rating scale:

- **1 - Early Emerging:** Unsatisfactory performance despite direction.
- **2 - Emerging:** Clinical skill/behavior beginning to emerge; maximum supervisor support required.
- **3 - Present:** Clinical skill inconsistently demonstrated; moderate supervisor support required.
- **4 - Developing Mastery:** Minor issues present; minimal supervisor support required.
- **5 - Independent:** Effectively implements skills independently.

Students must achieve specific score thresholds to progress to external placements. Intervention plans will be developed if a student is not meeting expectations, providing targeted support to achieve the required competencies.

Clinic Assignments and Competency Development

Clinic assignments typically span 10-12 weeks per semester, though this may vary due to scheduling needs. On-campus and early community placements serve as the starting point for accumulating clinical hours required for the Knowledge and Skills Acquisition (KASA) standards. Every effort is made to rotate each student through all of our onsite experiences.

During clinical training, students will:

- Strengthen and apply their knowledge and skills.
- Participate in all aspects of the clinical process.
- Develop clinical judgment, expand therapeutic strategies, and deepen their understanding of professional roles and responsibilities.

Responsibilities & Time Commitment

Clinical practice demands significant dedication:

- **Weekly supervisor meetings:** 60 minutes.
- **Session preparation:** approximately 30 minutes per session.
- **Documentation (lesson plans, progress notes):** approximately 1 hour per session
- **Direct client contact:** up to 6 hours per week.
- **Additional coursework and assignments:** approximately 3 hours per week.

Professional Expectations

Maintain high standards of professionalism and compliance:

- Adhere strictly to the [ASHA Code of Ethics](#).
- Complete mandatory trainings, including HIPAA, CPR, criminal background checks, and drug screenings.
- **Dress professionally:** Saint Mary's polo shirts (in blue, black, or white), khaki pants, and sneakers are required. Avoid jeans, revealing clothing, flip-flops or open-toed shoes, dangling jewelry, and strong fragrances.
- **Strict confidentiality must be maintained;** refrain from discussing client details on social media or in unauthorized contexts. See our full [Privacy Practices](#) here.
- **Read our Equal Opportunity Policy** here [Equal Opportunity Policy](#)

Clinical Supervision

Clinical supervisors are integral to your professional growth:

- Supervisors provide direct supervision, mentorship, oversight of documentation, and performance evaluations.
- Regularly communicate with your supervisor, particularly regarding absences or any clinical concerns.
- Remember, even when busy with academic assignments or exams, you are practicing under your supervisor's license and providing services to real clients. Always strive to deliver the highest quality of care.
- This is your caseload; you are responsible for comprehensive case management, including client communication, document requests, accurate logging of interactions in the EMR, and necessary follow-ups.

Attendance Policy

Consistent attendance is crucial for clinical success:

- Notify your supervisor and the administrative assistant immediately if ill (fever, vomiting, diarrhea).
- Obtain approval from the Clinic Director at least two weeks in advance for absences unrelated to illness.
- Ask your supervisor if you need to arrange necessary substitute coverage and clearly communicate lesson plans to substitutes.

Infection Control Measures

Adhere strictly to infection control protocols:

- Perform thorough handwashing before and after every client interaction.
- Use gloves when exposure to bodily fluids or mucous membranes is anticipated.
- Sanitize all materials and surfaces immediately after each session.

Library and Materials

Use clinic resources responsibly:

- Keep assessments onsite during business hours; weekend checkouts must be returned by 8 am Monday.
- Return all borrowed materials promptly to maintain availability.
- [See the full library policy here.](#)

EMR System Usage

The official electronic medical record (EMR) system for the Judd Leighton Speech and Language Clinic is **ClinicNote**. All clinical documentation must be completed and maintained within ClinicNote in compliance with HIPAA and FERPA regulations.

Key Guidelines:

- Students must access ClinicNote only from authorized clinical locations: JLSLC, Convent, and ECDC.
- All documentation must be completed in a timely and professional manner, including SOAP notes, treatment plans, evaluations, and discharge reports.
- Unauthorized or off-site access will result in disciplinary action. The clinic director monitors when and where students login.

Clinical Documentation Requirements

All clients admitted for treatment in the JLSLC will have the following clinical documents completed, when applicable, in the EMR:

Intake Packet:

Students must ensure that assigned clients have completed the intake packet and that all required forms are current:

1. Client Intake Form (Adult or Pediatric).
2. Release of Information.
3. Emergent Treatment Form.
4. Consent and Limitation Waiver Form.
5. Attendance Policy.

Evaluation and Treatment Reports/Paperwork:

1. Initial Assessment/Diagnostic Report.
2. Comprehensive Treatment Plan.
3. Plan of Care (Lesson Plan).
4. S.O.A.P. Notes.
5. Comprehensive Treatment Summary or Discharge Report.

Integrity in Documentation

Uphold integrity in clinical documentation:

- Submit original work exclusively; avoid plagiarism or copying from external sources.
- Properly cite all references in documentation.

AI Integration in Clinical Work

- AI tools may support clinical documentation; however, manual editing and critical evaluation are required.
- Explicitly disclose any use of AI to your clinical supervisor.
- [See the full AI policy here.](#)

Evaluation Procedures

Prepare comprehensively for client evaluations:

- Thoroughly review client intake forms and existing records.
- Develop detailed diagnostic plans that cover all communication domains: hearing, speech, language, voice, and fluency.
- Submit detailed, analytical evaluation reports within one week post-evaluation.
- [See the complete evaluation procedure guide for ECDC here.](#)
- [See the comprehensive evaluation procedure guide here.](#)

Hearing Screening Guidelines

- Perform daily biological equipment checks.
- Clearly explain screening procedures to clients; test pure tones at 1000, 2000, and 4000 Hz.
- Ensure screenings occur in quiet, distraction-free environments.
- [See the comprehensive hearing screening guide here.](#)

Integrated Video System (IVS) Usage

All therapy sessions at JLSLC are video-recorded and securely stored on the VALT-IVS system, accessible to authorized students and faculty via unique security codes at www.pds.saintmarys.edu. All students must provide written consent for these recordings, acknowledging their use for educational and professional development.

IVS is utilized to record therapy sessions for review and self-reflection:

- Students placed at the JLSLC are required to view at least one of their recorded sessions per week.
- Regular use of IVS recordings aids in self-assessment, professional growth, and improving service delivery.

Instructions for Using Calipso:

Students are responsible for accurate and detailed Calipso logging throughout the semester. This includes:

- **Using the comment box** to clearly describe each clinical experience while maintaining HIPAA compliance.
- **Reviewing the Clinical Clockhour Database** with your supervisor at midterm and final to ensure all hours are logged and rated.
- **Ensuring every hour logged receives a supervisor rating**—unrated hours will be deleted during audits.
- **Monitoring your Calipso checklist** in SLP 587; incomplete checklists result in an Incomplete grade.

Failure to meet these requirements may result in an action plan and delayed graduation.

Click here read the full [Calipso Documentation Policy](#)

Observation by Families, CIs, and Students

Family members, including spouses, parents, legal guardians, and significant others, are encouraged to observe therapy sessions from adjacent observation rooms to support their loved ones. Student observers may also be present in the adjacent observation rooms. Clinical Instructors will observe sessions via the VAULT-IVS system, and may also be present in adjacent observation rooms under specific circumstances.

- Direct involvement may occur in specific situations.
- For group therapy, due to limited observation space, alternative arrangements, such as live video feeds, may be provided with the group's consent.
- Questions and concerns from family members should be directed to the Clinical Supervisor (CS) or the clinic director.

Graduation and Licensure

To earn the Master's Degree in Speech-Language Pathology, students must complete:

- All academic coursework

- Clinical practicum experiences
- A comprehensive examination
- An off-campus externship placement

After graduation, students begin the Clinical Fellowship Year (CFY)—the final step before obtaining the **Certificate of Clinical Competence (CCC)** from ASHA. Graduates then apply for licensure through the **Indiana Professional Licensing Agency (IPLA)** and may seek additional licensure from the **Indiana Department of Education** if they plan to work in public schools. Students planning to practice in other states must carefully review that state’s licensure requirements.

Learn more about certification and state licensure here:

ASHA Certification and State Licensure Information:

<https://www.asha.org/certification/clinical-fellowship/>

Please note: Degrees are not officially conferred until **August 15th**. Students should not plan to begin working or apply for licensure prior to that date, as most employers and licensing agencies require official degree conferral before processing documentation.