

FALL 2024

GRADUATE HANDBOOK 2024



BYU McKay School
COMMUNICATION DISORDERS

<https://education.byu.edu/comd/ms>

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Welcome to Brigham Young University and the Department of Communication Disorders

1. INTRODUCTION

The Graduate Handbook is a source of basic information to help the student understand and be guided through the graduate program for Communication Disorders (ComD). It is not intended to be all inclusive. Other information may be found on our [website](#), the BYU Graduate Studies [website](#), the David O. McKay School of Education [website](#), the University [website](#), the ComD Speech and Language [Clinic Handbook](#), the ComD [Externship Handbook](#), and the ComD Graduate Student [Info Hub on Learning Suite](#).

Our MS degree is a full-time on-campus program held during the Fall, Winter, and Spring over the course of (at least) two years. Students are required to be available Monday through Friday during each semester or term as set forth by the university academic calendar at <https://academiccalendar.byu.edu/>.



It is the student's responsibility to be current in policies and procedures regarding their graduate program and progress throughout the program of study. It is also the student's responsibility to meet all current requirements at the time of graduation. If you should have questions, please contact the Graduate Coordinator regarding information in this handbook or for other information regarding our graduate program.

1.1 Overview of the ComD Graduate Program

The graduate program in ComD at BYU is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The program leads to the Master of Science (MS) degree and to the completion of all ASHA Certificate of Clinical Competence (CCC) requirements in Speech-Language Pathology (SLP), pending the completion of a Clinical Fellowship Year (CFY). Upon completion of the program, you will be eligible to start your CFY and you will have met the requirements for a Utah Board of Education SLP license.

Students entering the program with all undergraduate prerequisite courses completed typically take four semesters and two terms to complete the program, with semesters being approximately 16 weeks and terms eight weeks in duration. All students complete required courses, clinical assignments, and a thesis. The program is divided into roughly three equal areas: academic coursework, clinical practicum, and the thesis. It is strongly recommended that a student not leave the geographical area or obtain full-time employment until all of the program requirements have been met.

1.2 Mission and Aims of a BYU Education and the ComD graduate program

Understanding the mission and aims of a BYU education can assist you in finding belonging, success, and growth during your time as a graduate student within the ComD program.

Mission of the University

The [mission of Brigham Young University](#) — founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints — is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

Aims of a BYU Education

BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. A BYU education should be:

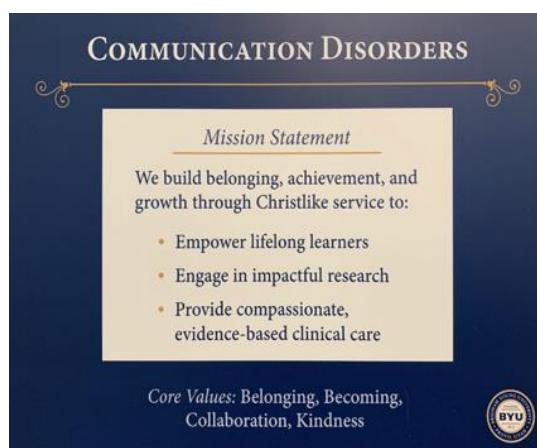
- Spiritually Strengthening
- Intellectually Enlarging
- Character Building
- Leading to Lifelong Learning and Service
-

ComD Mission Statement

The [Communication Disorders department's mission statement](#) is to build belonging, achievement, and growth through Christlike service to:

- Empower lifelong learners
- Engage in impactful research
- Provide compassionate, evidence-based clinical care

And our Core Values are: Belonging, Becoming, Collaboration, Kindness



Program Orientation

Students orientation to their program of study (academic and clinical), student expectations, and department policies and culture will be held during the first two weeks of fall semester according to the schedule below. It is expected that students attend and participate in all orientation meetings and events.

| 2024 Graduate Orientation and Coursework Schedule | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Wednesday | Thursday | Friday | Monday | Tuesday | Wednesday | Thursday | Friday | Monday | Tuesday | | | |
| | 4-Sep | 5-Sep | 6-Sep | 9-Sep | 10-Sep | 11-Sep | 12-Sep | 13-Sep | 16-Sep | 17-Sep | | | |
| 8:00 | 676 Harmon | 690 Talley | | 676 Harmon | 690 Talley | 676 Harmon | 690 Talley | Open time for meetings, projects, homework, CE consultation | 676 Harmon | 690 Talley | | | |
| 8:15 | | | | | | | | | | | | | |
| 8:30 | | | | | | | | | | | | | |
| 8:45 | | | | | | | | | | | | | |
| 9:00 | 688R Robinson | 657 Dromey | Brunch - Becoming BYU Dept Commitm | 688R Robinson | 657 Dromey | 688R Robinson | 657 Dromey | | 688R Robinson | 657 Dromey | | | |
| 9:15 | | | | | | | | | | | | | |
| 9:30 | | | | | | | | | | | | | |
| 9:45 | | | | | | | | | | | | | |
| 10:00 | 610 Russell | FACULTY Meetings | | 610 Russell | University Devotional | 610 Russell | FACULTY Meetings | | 610 Russell | University Devotional | | | |
| 10:15 | | | | | | | | | | | | | |
| 10:30 | | | | | | | | | | | | | |
| 10:45 | | | | | | | | | | | | | |
| 11:00 | Open Time | Open Time | Open Time | Open Time | Open Time | Open Time | Open Time | Open Time | Open Time | | | | |
| 11:15 | | | | | | | | | | | | | |
| 11:30 | | | | | | | | | | | | | |
| 11:45 | | | | | | | | | | | | | |
| 12:00 | Welcome and Overview | Open Time | Thesis Introduction | Clinical Training BYU Speech and Language Clinic | Clinical Training Externship Overview | Clinical Training BYU Speech and Language Clinic | Clinical Training Audiology | Lunch and Department Activity | Clinical Training BYU Speech and Language Clinic | Open time for meetings, projects, homework, CE consultation | | | |
| 1:30 | | | | | | | | | | | | | |
| 1:45 | | | | | | | | | | | | | |
| 2:00 | | | | | | | | | | | | | |
| 2:15 | Graduate Handbook | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | | | | | |
| 2:30 | | | | | | | | | | | | | |
| 2:45 | | | | | | | | | | | | | |
| 3:00 | | | | | | | | | | | | | |
| 3:15 | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | | | | |
| 3:30 | | | | | | | | | | | | | |
| 3:45 | | | | | | | | | | | | | |
| 4:00 | | | | | | | | | | | | | |
| 4:15 | | | | | | | Grad Student Banquet 5:00 to 7:00 PM | | | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation | Open time for meetings, projects, homework, CE consultation |
| 4:30 | | | | | | | | | | | | | |
| 4:45 | | | | | | | | | | | | | |
| 5:00 | | | | | | | | | | | | | |
| 5:15 | | | | Clinical Training BYU Speech & Language Clinic | | | | Thesis Matching Friday September 20th 9:00 - 11:00 AM | | | | | |
| 5:30 | Academic Courses | | | Clinical Training Externship | | | | | | | | | |
| 5:45 | Dept. Culture/Becoming BYU | | | BYU Events | | | | | | | | | |
| | Graduate Handbook | | | Clinical Training Audiology | | | | | | | | | |

2. ACADEMIC POLICIES

2.1 Plan of Study

All graduate students must have a Plan of Study approved and on file in the online [Graduate Progress system](#) (GradProg) by the third week of the second semester (i.e., Winter semester) of matriculation in the program. Students must have the Plan of Study filed by Friday of the third week in January. This will be approved by the graduate program managers (the graduate coordinator and department office manager).

2.2 Attendance Expectations

Our MS degree is a full-time on-campus program held during the Fall, Winter, and Spring over the course of two years. Students are required to be available Monday through Friday during each semester or term (spring) as set forth by the university academic calendar at <https://academiccalendar.byu.edu/>. Although academic classes are often not held on Fridays, this day is intended to be used for department seminars and orientation meetings, thesis meetings and work, clinical diagnostic cases, or other educational opportunities.

Although it is understood that students may occasionally miss class or clinic due to medical appointments, family emergencies, or other university excused reasons, it is expected that students will attend all class, clinic, externship, and other department meetings. University excused absences do not include vacations, family gatherings, or outside work responsibilities. The department recognizes the value of these events in a student's life; however, they need to be planned for the weekends, during semester/term breaks, or during the summer term. A student's lack of attendance during classes, clinic, or other department meetings may result in an "unsatisfactory" evaluation for a given term or semester.

Instructors and clinical educators may occasionally use online or video conferencing (e.g., Zoom) elements as part of their instruction; however, the majority of your educational experiences within our program will be in-person. Although a student may be given permission by an instructor to attend a class or meeting via video conferencing in extenuating circumstances, **this mode of instruction is the exception and not an expectation.**

If you are encountering difficulty attending class or clinic due to transportation, medical, financial, or other challenges, please communicate with your advisor, the graduate coordinator, the clinic director, or department chair as soon as possible, so we can help facilitate a positive solution. Likewise, please always know that the office of Counseling and Psychological Services is available to help students overcome challenging circumstances <https://caps.byu.edu/>

2.3 Academic Coursework, Registration, and Schedule

Course Registration

Students can register for courses on the BYU course registration website. When accessing the registration website students will need to select the intended semester and year to view the available courses. If you

are registering in the appropriate course and semester, space in a graduate course will always be available. If you are waitlisted for a course or unable to register, please contact the department manager, graduate coordinator, or the individual instructor for an Add Code. Failure to pay tuition or fees by the required due dates, or the lack of a current ecclesiastic endorsement may also prevent a student from registering for courses.

ASHA Foundational Knowledge Requirement

BYU's graduate program must certify to ASHA that the requirements for clinical certification have been met. The ASHA standards specify that "...the applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences." The Graduate Coordinator, in consultation with the department chair, will evaluate whether completed undergraduate courses satisfy the relevant ASHA and program requirements. If the graduate coordinator is unable to determine if you have met these requirements from your admissions materials, they will request to meet with you and develop a Plan of Study to the department. It is important to understand that these foundational courses are required by ASHA in preparation for clinical certification, a list of which can be found on the [ASHA website](#).

Full-time Registration Requirements

Full time student status may influence students' eligibility of scholarships, loan status, cost of tuition, and standing with the University. The requirements for full time student status can also be affected by their citizenship and residency status. A detailed explanation of what constitutes full time graduate student status and the associated petition processes are described on the [graduate studies website](#).

Minimum registration

Graduate students must maintain a minimum registration level of 6 credit hours per academic year and complete at least 2 credit hours EVERY semester or term of graduate study in which a student is accessing university faculty or facilities. For registration purposes, Spring and Summer terms are considered two blocks of a single semester. As detailed on the [graduate studies registration website](#), minimum registration levels are also required when a student defends their thesis and graduates. It is important to note that registration requirements may differ for international students.

Maximum registration

[University registration policy](#) also specifies a maximum number of credits that a graduate student can enroll during a semester or term. To take more than the maximum, students can submit a petition to the Graduate Studies Office (105 FPH, 801-422-4091). It is recommended that students consult with the graduate coordinator and the department manager prior to submitting a petition to exceed the maximum registration policy.

Course performance expectation

You must earn a grade of B- or better in any class for the class to count toward degree requirements. Courses with grades lower than B- will require remediation, and your progress for that term will be rated as *unsatisfactory*. In addition, it may be necessary to work with the instructor to assure competence in the deficient areas. Please discuss any concerns with your professors early to try to avoid getting this as a final stage. As faculty within the Communication Disorder department, we want to work with you to ensure your best success in every class and that you are learning the information and skills being taught.

Course Schedule

The required courses for the MS degree are listed below by the semester offered and the number of credits. Note that six hours of thesis credit (699R) is required, which can be taken throughout your program. A detailed description of each course and the associated learning objects can be found on the [graduate studies website](#).

| Graduate Course Sequencing (Estimated) | |
|---|--------------------------------------|
| Fall – Year 1 (16 credits) | Fall – Year 2 (7 credits) |
| 610 Assessment & Diagnosis (3) | 688R Practicum in SLP (6) |
| 657 Voice & Resonance Disorders (3) | 699R Thesis (1) |
| 676 Aphasia (3) | |
| 690 Speech Sound Disorders (3) | |
| 688R Practicum in SLP (3) | |
| 699R Thesis (1) - 2nd block | |
| | |
| Winter – Year 1 (15 credits) | Winter – Year 2 (8 credits) |
| 600 Research Methods (2) | 688R Practicum in SLP (6) |
| 634 Cognitive Communication (3) | 699R Thesis (2) |
| 675 Motor Speech Disorders (3) | |
| 679 School-Age Language Disorders (3) | |
| 688R Practicum in SLP (3) | |
| 699R Thesis (1) | |
| | |
| Spring – Year 1 (11 credits) | Spring – Year 2 (5 credits) |
| 630 Early Childhood Intervention (3) | 636 Multicultural Issues in SLP (3) |
| 633 Dysphagia Management (3) | 658 Fluency Disorders (2) |
| 674 Augmentative and Alternative Comm (3) | 688R Practicum in SLP (2) - optional |
| 688R Practicum in SLP (1) | |
| 699R Thesis (1) | |

2.4 The ASHA NTE Praxis Exam in Speech-Language Pathology

The [ASHA NTE Praxis Exam](#) in Speech-Language Pathology is a requirement for graduation and is administered by Educational Testing Services (ETS). Students should take the exam early enough that they can send the PDF of their passing score to the ComD department secretary prior to the university deadline for graduation. Passing scores on the test are set by ETS in consultation with ASHA. Please also request to share the results with BYU when registering for the exam. The code to share with BYU-ComD is R0307.

There are two study manuals available to borrow from the department office manager. They can be kept for two weeks – one at a time. Please try to time this sensibly as they are shared among all of the graduate students.

3. THESIS

3.1 Thesis Credit

Students are required to enroll and pass 6 thesis credits (ComD 699R) during their program of study. If students are using university resources to complete their thesis (e.g., meeting with advisor, collecting or analyzing data, or submitting drafts for review), they must be enrolled in at least 1 thesis credit. Plan on enrolling for 1 2nd block thesis credit your first fall semester. Students must be enrolled in 2 credit hours, at least 1 credit being 699R, the semester in which they defend their thesis. A sample schedule of

3.2 Steps to completing your thesis

A thesis is a written document that describes a completed research project which represents an original contribution to the knowledge of the field. This document describes the study's rationale, hypotheses, relevant literature, methods, findings, and conclusions. It is written to allow others to learn how and why the study was done, what was found, and what these findings might mean for the field.

Step 1: Identify a Thesis Topic and Select a Thesis Advisor

Identifying your thesis topic requires introspective thought and study, based on your interests and career goals. Likewise, selecting a thesis advisor should be based on the individual that will best assist you in pursuing your research topic and fit your plan of study timeline.

Process for selecting a thesis advisor

- Review the information regarding each faculty member's research interests and current projects described in the [Faculty Directory](#) and on the [graduate student information portal](#).
- Attend the orientation meeting held the first week of Fall semester where graduate faculty will take 5 minutes to introduce their research and upcoming projects.
- Schedule a brief interview with up to 3 graduate faculty that seem to be the best fit in terms of your research interests and plan of study. These interviews may be individual or as a small group of students, depending on individual faculty preference. If you are having difficulty selecting a topic/advisor after 3 interviews, consult with the graduate coordinator.
- During the fourth week of Fall semester a confidential poll will be sent to students asking them to select in rank order three faculty they would like to have as a thesis advisor. Faculty will also be consulted to facilitate a successful student-advisor match.
- Each student's recommended thesis advisor will be sent to them individually through email.
- If a student has previously worked in a faculty member's research lab, they may request to continue to work with this individual as their thesis advisor. Approval must be obtained by the faculty advisor and graduate coordinator.
- It is not always possible to match a student with their first choice of advisor – but please know that as a department we are confident that each student will receive excellent advisement regarding their thesis.

Step 2: Finalize and Enter Your Thesis Advisory Committee Into the Graduate Progress System

One graduate faculty member will be your advisor and thesis committee chair. You will also need to select two other graduate faculty members to complete your thesis committee (at least one of whom is from the ComD department). Consult with your chair on who would be appropriate to serve on your thesis committee.

After these faculty have agreed to be on your committee, submit your Committee Members and Program of Study on the [Graduate Progress website](#). An email will subsequently be sent by graduate studies to your advisor, committee members, and the graduate coordinator requesting their approval of your Program of Study. The Program of Study must be completed by the end of your second semester or term. With advisory committee consent, changes in this program of study can be made, including changes in advisory committee membership.

Step 3: Sign up for Thesis Credit

If a student is consulting with their advisor or utilizing university resources to complete their thesis, they must be enrolled in thesis credit (ComD 699R) directed by a specific faculty member. The number of thesis credits available is variable and should be selected based on the degree of thesis involvement during the semester or term (e.g., minimal = 1 credit, moderate = 2 credits, heavy = 3 credits). A student must be enrolled in 2 university credits at the time of their thesis defense and have enrolled in a total of 6 thesis credits to qualify for graduation from the program.

Step 4: Complete a Thesis Prospectus

A **prospectus** is a formalized plan for carrying out a student's thesis research and must be approved by the third week of Winter semester of the first year in the program. It describes the topic to be studied, justifies the study of a topic considering published studies, and specifies the subjects, instruments, and procedures to be used in the study. Its preparation and the negotiation for its approval helps clarify your thinking about the proposed research. The prospectus serves as a contract between a student and the advisory committee, in that if the student carries out the study as described and approved, the advisory committee will not require "major" additions or changes to the described study. The prospectus is also a description of the study to those who review it for human subject guideline compliance (the Institutional Review Board) or grant access to human subjects.

At least one meeting of the advisory committee is designated as the **prospectus defense**. In this meeting, you present your prospectus and answer any questions about the study, or the document as prepared to date. A prospectus defense may be held as soon as the advisory committee agrees to hold one. You should email your prospectus to each committee member in advance of the prospectus defense, giving them adequate time to review your work. You must also upload your prospectus document to the graduate progress webpage - [GradProg](#). After the prospectus defense, you make any necessary changes to the prospectus and request the approval of committee members online.

Step 5: Conduct Thesis Study

A student will conduct their thesis study as outlined in their approved prospectus. Make sure you frequently and regularly check in with your chair and advisory committee during this stage. Each student will have a different trajectory for their thesis, focusing on their individual plan of study and not concerned with other students' progress. Your advisor will help guide and support you in this process. Your success is dependent upon continual progress, which is the responsibility of each individual student. Students should

discuss any concerns regarding the progress or timing of their study with your thesis advisor as soon as possible.

Step 6: Write Thesis Report



Theses completed in the ComD department need to adhere to the format required by the University and MSE. University formatting guidelines and templates are available at the [graduate studies academic portal](#). In general, a student's thesis will follow a [Journal Ready](#) or a [Traditional Thesis](#) format. Students should consult with their advisor and refer to the preceding linked templates provided by the MSE. These resources and templates are very helpful in the development of a thesis report. The majority of the formatting guidelines follow the most current version of the *Publication Manual of the American Psychological Association*.

Step 7: Submit your Draft for Review and Make Revisions

Students submit a complete draft of their thesis to their advisory committee after having worked with their advisor to develop a polished draft **with all sections of the document in complete form and free of formatting or usage errors**. Committee members must be given **at least 5 business days** to read and provide suggestions for improvement. If the advisor and committee members consider the student's thesis draft ready for a defense, they will indicate their approval on the graduate progress website. Students then upload their final pre-defense thesis draft to the grad progress website and send a copy to the department office manager and graduate coordinator for a formatting review. This draft must be received by the due date indicated by the department (refer to the Thesis and Graduation Due Dates document posted within the TLRB and distributed electronically by the department office manager). The department will typically review a student's draft in 5 business days, unless the draft contains multiple formatting or usage errors in which case it will be immediately returned to the student and advisor to correct.

Step 8: Schedule and Hold Thesis Defense

After receiving department approval to schedule a thesis defense, request permission from your advisor and committee members to schedule a thesis defense on a specific day, time, and location, which is confirmed by the advisor and committee through the grad progress website. The date for the defense must be a time when the university is in session (i.e., during class or final exam days) and must be held in person. Your thesis defense is an official university meeting which any member of the University or community may attend and observe the defense of the thesis. Only a student's advisor and/or committee members may participate in the meeting discussions. Although the format may vary, generally students will be asked to make a short presentation of their study and findings, with questions from the committee members during or immediately following the student's presentation. The format of the defense meeting is directed by a student's advisory chair. It is a university policy that a student and committee members hold the thesis defense meeting in person. In cases where a committee member does not reside locally, a petition for an exception to this policy may be filed with the department office manager and approved by the graduate coordinator and graduate studies.

Results of Defense

Upon a successful defense of the thesis, the advisor and committee members will record the result of the thesis defense in the Graduate Program System. Decisions will be determined by majority vote.

- **Pass:** no changes are necessary; the thesis is accepted, approval is entered online at the graduate progress website, and the thesis is sent to the graduate coordinator, department secretary, and the MSE for review.
- **Pass with qualifications:** The thesis needs minor changes. The committee chair does not approve the thesis defense until the changes have been satisfactorily completed. Then you "pass." This is the typical outcome. Often the committee indicates their approval of the thesis defense online immediately after the defense, yet the thesis chair does not do so until all mutually agreed upon changes to the thesis have been made.
- **Recess:** The thesis requires major revisions, editing, or a lengthy reanalysis of presented data, which require another defense meeting. This subsequent defense meeting must be held within one month of the initial defense meeting.
- **Fail:** The student's degree program is terminated immediately. Your thesis chair and committee should not let you schedule a defense if they think that outcome 3 or 4 might occur.

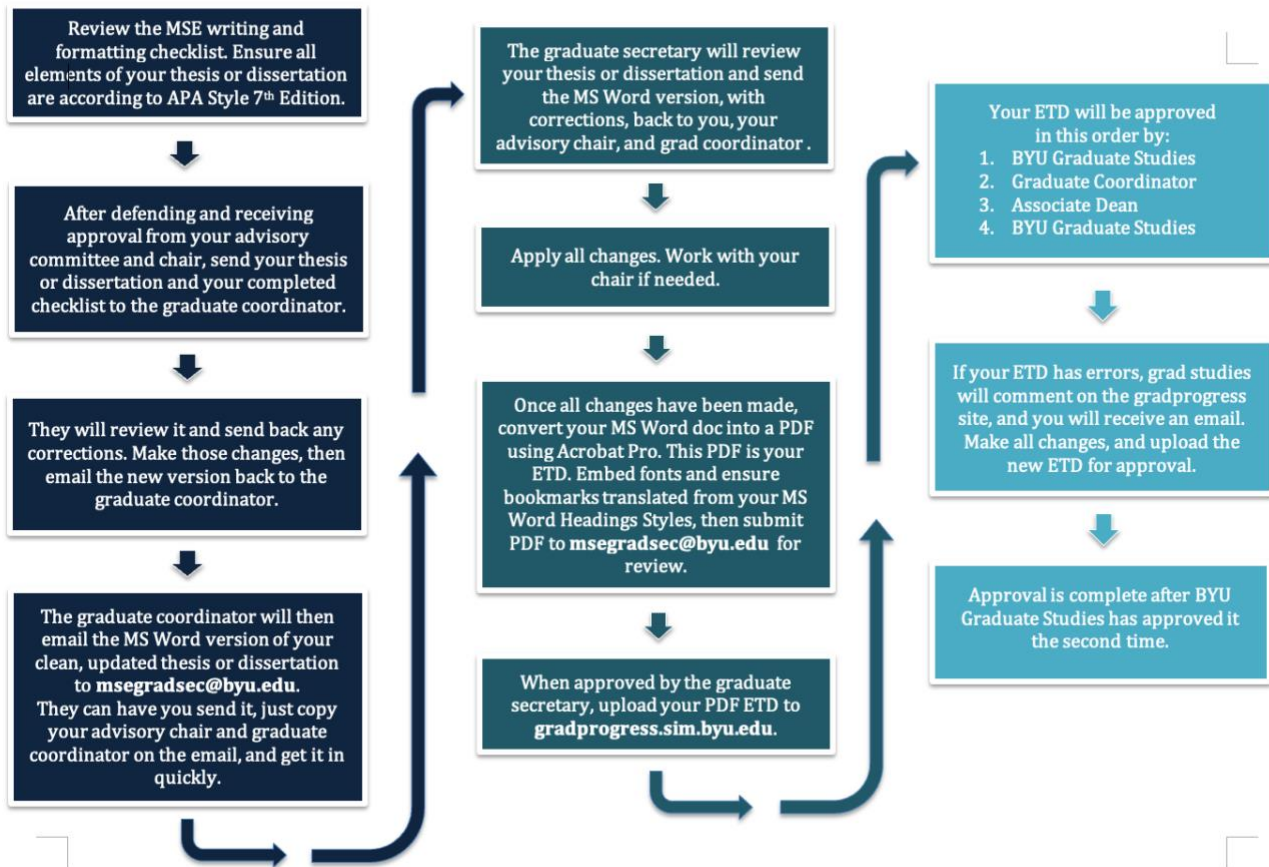
Step 9: Submit your Thesis to the MSE and University

If the result of a student's thesis defense is "pass" or "pass with qualifications", they need to submit a digital copy (typically in MS Word via email) of their thesis, with the associated MSE checklist completed, to the ComD office manager after completing any required changes to the document. The office manager reviews the thesis to provide any additional formatting and editing suggestions. Following this review, the document is then digitally forwarded to the graduate coordinator for approval. If a student's draft has numerous errors (greater than 7) in APA/university formatting or English usage, the department will stop reviewing the document and request that the student and their advisor work to revise their thesis draft to meet the applicable formatting guidelines. This may delay the review of a student's thesis draft, possibly resulting in the student not meeting desired graduation deadlines.

After receiving departmental approval from the graduate coordinator, the department will send an MS Word version of the thesis to the Dean's office for their review and approval at msegradsec@byu.edu. The Dean's Office generally requires up to 10 working days for their review. Corrections to the thesis might be specified at this level of review; if there are to be changes, the committee chair and the ComD graduate coordinator should also be notified. When the student has made any recommended changes, a PDF of the thesis is submitted as an electronic thesis (ETD) through the Graduate Progress website. The final ETD is reviewed at the department and college level before being approved and sent to the library. No changes can be made to the thesis after it is sent to the library repository. A flow chart of the MSE thesis approval process is displayed below.

Figure 1 – Thesis approval process

McKay School of Education Thesis & Dissertation Approval Process



Revised Feb. 2024

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4. EVALUATION OF STUDENT PROGRESS

4.1 Making progress toward graduation

Each student's progress toward their degree will be evaluated by the department faculty after each semester and term. Progress will be rated as *satisfactory*, *marginal*, or *unsatisfactory* based on the following criteria:

| | | | |
|--------------------------------|---|---|---|
| Academic Coursework | <ul style="list-style-type: none"> Participates in classes according to course syllabus Regular and punctual class attendance Completes course assignments in a timely manner Performs at a competent level on course assessments | <ul style="list-style-type: none"> Occasionally participates in classes according to course syllabus Occasionally misses or is late to class without a university excused reason (< 80% on-time attendance) Frequently fails to complete course assignments in a timely manner Academic performance is marginal (below a B-) | <ul style="list-style-type: none"> Rarely participates in class according to course syllabus Is often late to class or does not attend without a university excused absence (< 70% on-time attendance) Fails to complete the majority of course assignments in a timely manner Academic performance is not at a competent level (well below a B-) |
| Clinical Education | <ul style="list-style-type: none"> Participates fully in mandatory orientation and clinic meetings Responds to feedback from CE/supervisor(s) in a timely manner Completes clinic assignments in a timely manner with appropriate skills Attends externship site according to handbook policy Demonstrates adequate progress with clinical competencies as outlined in handbook Initiates consistent professional communication with clients and clinical professionals | <ul style="list-style-type: none"> Inconsistent attendance at mandatory orientation and clinic meetings Requires moderate reminders to respond to feedback from CE/supervisor(s) Does not consistently attend externship site according to handbook policy Does not consistently demonstrate adequate progress with clinical competencies as outlined in handbook Multiple instances of unprofessional communication with externship providers and supervisors | <ul style="list-style-type: none"> Frequently does not attend mandatory orientation and clinic meetings Rarely implements or responds to feedback from CE/supervisor(s) Does not attend externship site according to handbook policy and does not communicate proactively regarding absences. Does not demonstrate adequate progress with clinical competencies as outlined in handbook even with additional support Demonstrates a consistent pattern of unprofessional communication with externship providers and supervisors |
| Thesis | <ul style="list-style-type: none"> Is making regular and timely progress on the thesis according to dept. guidelines Regular communication with their advisor Conducts their research in an ethical manner Implements feedback for improvement in a timely manner | <ul style="list-style-type: none"> Progress on the thesis is intermittent. Communication with their advisor is delayed or intermittent. Occasionally fails to adhere to ethical guidelines regarding research Occasionally fails to implement feedback for improvement in a timely manner | <ul style="list-style-type: none"> Is not making progress on their thesis Minimal communication with their advisor through email or in-person Fails to consistently adhere to ethical guidelines regarding research Often fails to implement feedback for improvement |
| Mission and Core Values | <ul style="list-style-type: none"> Follows and contributes to the mission and core values of BYU and the dept. Follows the ASHA Code of Ethics | <ul style="list-style-type: none"> Occasionally fails to follow the mission and core values of BYU and the dept. Occasionally does not adhere to the ASHA Code of Ethics | <ul style="list-style-type: none"> Frequently fails to follow the mission and core values of BYU and the dept. Frequently does not adhere to the ASHA Code of Ethics |

If a student receives an unsatisfactory evaluation and corrective action is needed, the student will be contacted by secure electronic messaging. Students are encouraged to promptly address with the department any unsatisfactory areas and initiate a remediation plan of study with the appropriate faculty.

Two consecutive unsatisfactory evaluations will result in a student being disenrolled from the graduate program by the office of Graduate Studies.



4.2 Remediation Policies

One of our goals as a preparation program for SLP clinicians is to ensure that each student is competent in all of the important knowledge and skill areas covered in each course. Sometimes concern may arise that a student isn't mastering the skills or foundational knowledge covered in a course, and so a procedure known as remediation is undertaken. This remediation typically consists of extra study and/or demonstration tasks that indicate that the necessary knowledge or skills have now been acquired. These tasks may include such activities as retaking a test, taking an alternate form of a test, redoing a project or oral report, writing a paper, rewriting a paper, or retaking the class; however, the particular procedures and tasks differ for each course and are specified in the course syllabus. The student, faculty and department chair will meet together, using the Student Review Plan sheet, to discuss and agree on specific actions to remediate these concerns and demonstrate mastering of that skill/knowledge.

5. FINANCING YOUR EDUCATION

5.1 Tuition

Tuition and general fees for all academic programs are established annually by Brigham Young University. Current information regarding tuition amounts, fees, and applicable due dates and can be found on the [BYU Financial Services website](#). Questions regarding tuition and fees can be directed to [BYU Enrollment Services](#).

5.2 ComD Department Funding

Merit-Based Scholarships

Each calendar year the department receives money from the McKay School of Education (MSE) and the university to assist students with tuition costs. Historically, these tuition scholarships have been awarded twice each year (Fall and Winter semesters) for two years. Thus, a student might expect four disbursements over the course of their graduate program. Because funding fluctuates each year, the amount of these scholarships will vary. Each student enrolled in the program will be automatically considered for these scholarships, with no application being necessary. To be eligible for these awards students must have satisfactory program status and be in good standing with the university.



Samuel and Barbara Fletcher Funds

Samuel and Barbara Fletcher graciously gifted funding to BYU to assist students in the Communication Sciences and Disorders, especially to benefit underserved communities or students from underserved communities. The application process to this fund is being developed. You can reach out to the Belonging and Equity Committee within the ComD department with questions.

Need-Based Grants

Need-based grants may be available for students experiencing particular financial hardship. If you find yourself unable to pursue your studies within the program due to financial difficulties, please consult with the graduate coordinator or the department chair. There are often additional sources of assistance that can be sought when the need is great.

5.3 Additional Tuition Scholarship Resources

[BYU Scholarship Resources](#)

A list of scholarships available across campus. Not all scholarships listed are available to graduate students so pay attention to requirements before applying.

[FastWEB](#)

FastWEB is a tailored scholarship search of over 180,000 scholarships, fellowships, loans, and grants. This resource is available to students to search for free.

[FinAid Guide to Financial Aid](#)

FinAid is an annotated collection of information about student financial aid with searchable databases.

[ASHA Foundation](#)

The ASHA foundation provides grant funds to students (who are undergraduate seniors accepted to a master's program or students currently pursuing master's or doctoral (research or clinical) degrees)

5.4 Conference and Travel Funding

Occasionally funds are available for students to receive financial assistance toward expenses for presenting at a professional conference, like the conference fee, travel, lodging, etc. If you want to pursue this type of funding, please consult with your thesis advisor or the graduate coordinator. You will need to provide evidence of an accepted proposal to receive funding if available.

5.5 Department Employment

Every semester there are opportunities to work in the department as a research or teaching assistant. These opportunities aren't formally posted – such opportunities are discovered by consulting with individual department faculty.

If you have the approval from a faculty member to work as a research or teaching assistant you will then need to attend to the following:

- [Make sure you understand the requirements for working on campus.](#)
- Meet with/email the ComD department office manager to facilitate your hiring paperwork
- Visit the Student Employment Office in the Wilkinson Center and fill out an I-9
- After submitting your I-9, official hiring can take a few days
- Do not begin working until you have received an “authorization to work” email

Hourly Employees:

- Clock in and out using the BYU Y-time app
- Be fastidious about clocking in and out
- It is not recommended that graduate students work more than 20 hours/week
- As a student employee, **you cannot work more than 20 hours/week** during term time unless directly authorized in writing by your supervisor, even if your ACA average is below the maximum
- Your paycheck will be deposited directly into your student account every two weeks
- Any issues or questions about the status of your hire or mistakes on your timecard should be directed to the department office manager.



6. BYU SPEECH AND LANGUAGE CLINIC

Congratulations on your admission to the Graduate Program in the Department of Communication Disorders (ComD) at Brigham Young University. As part of the graduate program in ComD, each graduate student will be required to complete several clinical rotations both in the BYU Speech and Language Clinic as well as at externship sites located in and around the Wasatch Front area of Utah. This section of the handbook contains important policies and procedures that will instruct students on important professional matters ranging from dress and grooming expectations to attendance and non-discrimination policies. The policies and procedures are most often written to help students have a clear understanding of what the professional expectations are in the field of Speech-Language Pathology and thus, in the Department of Communication Disorders and the BYU Speech and Language Clinic.



Many of the policies contained in this handbook have been adopted from Brigham Young University policies and are written just as they appear on BYU's web pages. BYU wording will be indicated in quotation marks. Other policies have been created due to the special circumstances regarding treatment of clients. There are also policies that have been adapted based on input from external agencies (e.g., Council on Academic Accreditation, Council for Clinical Certification in Audiology and Speech-Language Pathology) that review the Department of Communication Disorders for accreditation and certification purposes.

The current Clinic Director of the BYU Speech and Language Clinic is responsible for the content of this section of the handbook. All policies and procedures have been reviewed and approved by the faculty of the ComD department. Please direct all comments and/or questions regarding this section of the handbook to the BYU Speech and Language Clinic Director, Associate Clinical Professor Lee Robinson, MS, CCC-SLP 801-422-7650 lee_robinson@byu.edu.

One final note of introduction; as King Mosiah states in chapter 4:29-30 (Book of Mormon), I cannot tell you all the possible ways you could act contrary to policy. It is imperative that you begin to develop a sense of professionalism, which includes taking responsibility for your actions. Take responsibility for your actions by reading and understanding the policies and procedures contained in this handbook. I know you will be blessed with success as you strive to understand and apply these policies while working as a graduate student clinician in the BYU Speech and Language Clinic.

6.1 Clinic Orientation

Off-campus orientation packet

Prior to arriving on campus, you must complete several tasks that will prepare you to work in the BYU Speech and Language Clinic. The off-campus orientation packet was sent to you via email during the summer term prior to your first fall semester.

On campus orientation

The first two weeks of fall semester the clinic will be closed so that students can participate in an on-campus orientation department. The most current department on-campus orientation schedule is posted on the ComD 688R section Learning Suite.

6.2 Clinical Education Sequence

The graduate student clinician clinical training experience will begin at the BYU Speech and Language Clinic (a.k.a. clinic or the BYU clinic) located in the Taylor Building. Students will complete a Fall/Winter/Spring clinical sequence during their first year of graduate school.

Students are required to complete 20 credits of ComD 688R, 8 of which will be completed in the BYU clinic (688r section-001 or 002). Students should expect to earn approximately 100-120 direct client contact hours during the first year of graduate school. Earning between 100-120 hours includes Simucase hours associated with clinic and courses. It does not include the 25-observation hours.

The sequence of clinic assignments in the clinic is designed to a) provide an appropriate amount of scaffolding for the novice clinician, while also teaching the graduate student clinician the necessary skills to become an independent SLP, b) prepare you for your externships, and c) assist you in obtaining approximately one third of your required clinical hours. See the table below for a general sequence of clinical assignments a first-year graduate student clinician might expect. Please see the chart below for our current clinical assignment sequence.

| Fall ComD 688R Section 1 | Winter ComD 688R Section 1 | Spring ComD 688R Section 1 |
|---|--|---|
| 1 Team diagnostic case (paired with another novice SLP student clinician) | 1 individual treatment case (may be a continuation of the Fall DX) | 1 individual treatment case (may be a continuation from previous semester or a new case to the student) |
| 2 Individual treatment cases (may be new to the clinic cases or existing cases) | 1 individual treatment case (usually a case that is new to the student, however, may be a continuing client) | 1 independent treatment case (a new case for the student) |
| | 1 Individual treatment case (may be new case or may be one of the same cases assigned Fall) | *Spring cases may be assigned based on required hours or experience needed |
| Assigned simulations associated with course work or clinic | Assigned simulations associated with course work or clinic | Assigned simulations associated with course work or clinic |

| | | |
|---|--|--|
| Complete (prior to starting clinic) and document in CALIPSO (by the end of the semester) 25 observation hours | | |
|---|--|--|

* Total hours expected to earn during first year Fall/Winter/Spring: 25 observation hours + 100-120 contact hours equals 125-145 hours.

6.3 Clinic Assignments

Clinic assignments are made under the direction of the Clinic Director. The clinic TA and the Clinical Educators (CEs) provide information to help the Clinic Director make clinic assignments.

Policy

Students are assigned disorder cases when they have completed a course or are currently enrolled in a course addressing the disorder type. If a student is assigned a case where they have not yet had the course, supervising CEs are required to provide extra supports such as learning modules in the disorder type, video models, simulated cases, co-assess and/or treat with the student clinician, extra consultation, supervision, and feedback time for the student. These extra measures stay in place until the CE and student(s) are comfortable with the disorder type.

Procedure

Prior to Fall semester clinic, the Clinic Director sends a survey to the incoming cohort. The survey asks the students to describe their clinical experiences. The graduate coordinator reviews transcripts of students and notifies the Clinic Director of any student who is deficient in disorder types. CEs also ask student clinicians about their familiarity and comfort level with disorder types at the beginning of each supervisory relationship.

The process of making clinic assignments varies, depending on the semester/term. For example:

1. Prior to Fall semester the Clinic Director will send out a survey to incoming graduate student clinicians. The purpose of the survey is to assess each graduate student clinician's clinical experiences and interest areas.
2. Fall semester: The Clinic Director pre-selects and reviews client cases with CEs, students, and the clinic TA. The Clinic Director, with the help of the clinic TA, assigns the cases based on student input and CE input. CEs select their own cases based on their areas of expertise in the ASHA 9 disorder areas and or subtypes of disorder areas.
3. Winter semester: The Clinic Director pre-selects and reviews client cases with CEs, students, and the clinic TA. Diagnostic cases from fall semester will be assigned as treatment cases during winter semester when appropriate.
4. Spring: Students are assigned cases based on required hours or experience needed.

7.4 Alternative Clinical Education Hours (ACE)

Policy

Alternative Clinical Education experiences should allow students to:

1. interpret, integrate, and synthesize core concepts and knowledge
2. demonstrate appropriate professional and clinical skill
3. incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention



Procedure

Clinic assignments are made under the direction of the Clinic Director. The clinic TA and the CEs provide information to help the Clinic Director make clinic assignments. The process of making clinic assignments varies, depending on the semester/term.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). The most common type of alternative clinical experiences we use in our clinic are Simucase assignments.

Acceptance of Clinical Simulation for up to 20% (75 Hours) of Direct Client Hours

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with the CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included in the ASHA direct client contact hours.

Obtaining and Documenting 25 Observation Hours

Please see the off-campus orientation packet for detailed instructions regarding obtaining and documenting your 25 observation hours. A copy/PDF of your signed observation hours must be provided to the Clinic Director and the Department Office Manager to be filed your student records. The Office Manager will confirm that each supervisor who has signed off on your observation hours has completed the minimum 2 hours of supervision training and have met all other ASHA requirements.

6.5 Standards for Clinical Hours

Policy

We adhere to the ASHA Standards for the Certificates of Clinical Competence (see the current ASHA *Membership & Certification Handbook: Speech-Language-Pathology, standard V-B*). These, however, are minimum requirements. By the time you complete the clinical training program, you should have acquired hours well above the minimum standards. The most up-to-date Standards for Clinical Hours are located at

this [link](#) . We must follow these standards so that students may be eligible for professional credentialing upon completion of their clinical training program.

Students are responsible for tracking their clinical hours. Students will input their clinical hours in CALIPSO. Your supervising CE will approve the hours. Students must submit their clinical hours weekly using the CALIPSO application. Clinical educators will approve hours weekly.

This table provides you with a breakdown of when and how you will earn your 400 clinical hours.

| Type of hour | Time Frame | Method |
|------------------------------|--|---|
| 25 observation hours | Earned prior to starting, or early in, Fall semester | Master Clinician Network, Simucase, undergraduate courses |
| 100-120 client contact hours | Fall/Winter/Spring | BYU Speech and Language Clinic |
| Approximately 130 hours | Second year externship placement | *Pediatric |
| Approximately 130 hours | Second year externship placement | *Adult |

*Not sequential, students can do pediatric or adult placements first or second

- At least 375 hours must be in direct client/patient contact.
- ASHA certification standards require a total of 400 clock hours of supervised clinical practicum.
- You may complete a minimum of 25 clock hours of observation prior to beginning the initial clinical practicum (only 25 observation hours can contribute towards the 400-clock hour total hours).
- Your first 100 clinical practicum hours must be obtained at Brigham Young University in the BYU Speech and Language Clinic.
- Under the ASHA 9 Speech-Language Pathology disorder areas you **must** earn a minimum of **5 clinical hours for each of the areas**.

A minimum of 325 hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program. Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants.

A supervisor must be available and on-site to consult with the student for the clients/patient's safety. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum. Typically, only one student should be working with a given client.

Submitting Clinical Hours Completed as an Undergraduate

A minimum of 325 hours of clinical practicum must be completed at the graduate level. Up to 50 hours may have been completed in an undergraduate **speech-language pathology or communication sciences and disorders program**, or in an **SLP assistant program**, and may be counted toward the required 375 supervised clinical practicum hours. If you completed any clinical hours as part of one of these programs before beginning the BYU COMD Master's program, you can submit the hours to the clinic director and office manager via email. The documentation must have the signature of your supervisor and their ASHA CCC number in order for clinic director and the office manager to verify that they are legitimate hours. Once the hours and certification of the signatures have been verified, you can submit them to CALIPSO under the clinic director's name and they will approve the hours.

<https://www.asha.org/certification/certification-standards-for-slp-clinical-practicum/>

Procedure

All clinical hours will be documented using CALIPSO: <https://www.calipsoclient.com/byu/account/login> Follow the instructions as indicated in the [Student Step-by-Step instructions](#) to set up your account. The clinic director and the department office manager monitor student clinical hours by providing a periodic update to students of their hours earned each semester or term students are enrolled in the BYU Speech and Language Clinic.

6.6 Clinical Educator Responsibilities

Qualifications

Clinical educators are licensed speech-language pathologists who hold the Certificate of Clinical Competence (CCC). Each clinical educator has completed at least 2 hours of supervision training. Our clinical educators have several years of experience working in a wide variety of clinical settings and with a variety of clinical cases.

See ASHA Standard V-E for more details: <https://www.asha.org/certification/2020-slp-certification-standards/>

Responsibilities, Expectations and Policy

Clinical educators have many graduate student clinician related responsibilities. These responsibilities include:

1. Direct and indirect supervision of graduate student clinicians
2. Consult with graduate student clinicians weekly or as needed to support and teach students
3. Consult with students regarding session planning prior to students working with clients
4. Provide students with an adequate amount of support commiserate to the student's experience level
5. Protect the welfare of the client
6. Provide both written and verbal feedback to students pre/post sessions with clients minimally once a week
7. Read, edit, grade, and sign off on all paperwork associated with each case
8. Co-treat and demonstrate appropriate diagnostic and treatment techniques as needed
9. Conduct midterm and final evaluations using CALIPSO
10. Document via CALIPSO if or when students are struggling to meet competencies
11. Increase direct and indirect supervision time for students who are struggling to meet competencies

12. Develop, implement, and document remediation plans for students
13. Approve clinical hours
14. Always conduct themselves in a professional manner
15. Adhere to the ASHA Code of Ethics and all policies and procedures of the BYU ComD department and speech and language clinic
16. Follow ASHA standards regarding supervision requirements



Supervision Requirements

ASHA's Scope of Practice Standard V-E states that the amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services. Direct supervision must occur in real time. A clinical educator must be present on-site during real-time sessions for support and consultation purposes.

See ASHA standards V-E and V-C for more detail: <https://www.asha.org/certification/2020-slp-certification-standards/>

6.7 Graduate Student Clinician Responsibilities

Student Interactions with CEs and Clients

Students work with clients under the direction and license of their clinical educator (CE). The following list of policy statements must be followed by students who work as clinicians in the BYU Speech and Language clinic.

1. Students must stay in regular contact with their CEs regarding client care
2. Students must include their CE in all forms of written communication with a client (e.g. texts, emails)
3. Students must talk with their CE before initiating contact with a client to schedule, review assessment information or for any other reason
4. Students are responsible to make and keep appointments with clinical educators
5. Students must seek input from CEs regarding session planning, data collection planning, making changes to treatment plans, and all things related to client assessment and treatment
6. Students must read all written feedback within 24 hours of completion of a session
7. Students must always ensure the safety of their client while the client is in the clinic
8. Students must read, understand, and follow the ASHA Code of Ethics about all clients and client information

Policy & Procedure Violations

Any student or faculty found in violation of the policies and procedures found in this handbook while working in the BYU Speech and Language Clinic may face sanctions. If a student is found in violation of policies and procedures, the sanctions may include a failing grade for the course. The ASHA Code of Ethics

is an essential part of this handbook. Any student or faculty found in violation of the ASHA Code of Ethics may face sanctions.

6.8 Confidentiality Policy

Policy

Law and the Code of Ethics of the American Speech-Language-Hearing Association mandate client confidentiality. All students taking part in clinical rotation must sign a confidentiality statement stating that they will protect the confidentiality of clients. If you have not already signed a confidentiality statement at BYU, please see the Office Manager to do so immediately.

Procedures

All client records at the BYU Speech-Language Clinic are confidential and are kept on the electronic medical records system (EMR) system known as [ClinicNote](#). All information regarding clients is privileged communication. Students are granted access to clinic information for only those individuals that they are treating. Reports and other clinical writing can be transmitted via BYU to BYU email in PDF format. If the documentation is transmitted to a non-BYU email, the documentation must be in PDF format with a password. Files, videos, language sample transcriptions, data sheets, and anything else pertaining to your client should be stored in the file drawers under the student boxes located in Clinic Preparation Room (room 150 TLRB, door locked and not accessible to the public). We provide each graduate student clinician with a Box folder (HIPAA compliant) for electronic storage of anything related to the client. Do not use your personal hard drives or Google to store client information. Test protocols, reports from other agencies, IEPs, etc. should be scanned into PDF format and uploaded to ClinicNote. As ClinicNote is explained in more



detail during the on-campus orientation, policies of what and how to upload documents securely to ClinicNote will be provided. Do not store sensitive material in lockers. Destroy (shred) all paperwork regarding clients when it is no longer required. A shredding bin is located in the Office Manager's office and at the student secretary's room. Passwords protect your personal computer. Keep all passwords for our electronic clinic systems safe and secure.

Discussions of a client's case should never take place in the hallways or other unsecured locations. Use a therapy room or office. Client names should only be used when necessary. Clients should never be discussed with roommates, family, or others not directly associated with the client's case. Do not invite friends, family members, or others to observe you or be invited to any sessions. It is appropriate for graduate student clinicians to discuss their cases with other graduate student clinicians, CEs, and faculty, in class or in the student prep room, as necessary, and with minimal disclosure of client information. It is inappropriate for students to gossip, complain or "chat" about clients casually.

If you must leave a message for a client over the phone, leave only your name, that you are calling from the BYU Speech-Language Clinic, and your phone number. Do not mention the client's name or why you are

calling; the person receiving the message will usually understand why you are calling. If you use your cell phone to communicate with your client, do not identify the client in your contacts as a client.

Information regarding a client, including the fact that the client is receiving treatment at the clinic, can only be released to an outside agency with the written permission of the client or a person responsible for the client as per HIPAA requirements. Release of information forms can be found by clicking on this [link](#).

When communicating with your client or the caregiver via email or text, include the supervising CE in the text or email thread. Students may not share assessment information with clients without discussing the assessment results with CEs first. Use your BYU email when communicating with your clients and CEs.

Client Confidentiality and VPNs

For security and confidentiality purposes, without a VPN, the comdobserve system (recordings of clinic sessions) cannot be accessed remotely. BYU offers free access to VPNs for all faculty, staff, and students. When using a VPN for remote access to comdobserve, students must access comdobserve in a secure room. A secure room is a room that only students or faculty associated with the BYU Speech and Language Clinic can access while you are using comdobserve. For example, if you are accessing a recording of your client at home, using the BYU VPN, you must be in a room by yourself and you must ensure that no one, including family, friends, roommates, etc. can access the room while you are accessing comdobserve or any other confidential information found on ClinicNote, Box folders, or other confidential systems we currently use or may use in the future to protect client confidentiality.

Recording in Class

Policy

Due to the confidential nature of the content of our ComD 688R course materials (e.g., client information), students cannot audio or video record lectures for this course (ComD 688R sections 1 or 2) without written permission from the instructor. Failure to have written consent from the instructor may result in a failing grade for the course.

The exception to this policy would be if the student has an academic accommodation. There may be other exceptions to this policy on a case-by-case basis.

Procedure

Email the instructor well in advance regarding the request for recording. Include in your request the following: Date of recording, reason for the recording such as excused absence or illness, etc. The recording must be kept in a Box folder created by the instructor. Recordings cannot be kept on a personal device or portable hard drive. Recordings will be deleted at the end of each semester or term. The instructor has the right to record the class or have the student or TA record. Regardless of who records the lecture, the recording must be stored in a Box folder provided by the instructor.

6.9 Client and Clinician Safety Guidelines

The Taylor Building is located at the edge of campus so that the community at large has easy access to the many services we provide in the building. Many of the clients seen by Marriage and Family Therapy or Counseling Psychology are people who have severe emotional issues. Because so many of our clients are small children/minors or adults with severe communication disorders we need to be very conscious of their safety. Follow this policy to keep yourself and your client safe from harm or accident.

1. All student clinicians and any faculty who interact with minor children while working in the BYU Speech and Language Clinic, must complete the Minor Protection Training and undergo an FBI Background Check. The individual's name must then be cleared by Human Resources before the individual can work with minor children. See the [Off-Campus Orientation packet](#) for step-by-step directions.
2. Do not leave a client alone in the therapy room. If you forgot something and need to go to the materials room, take the client with you.
3. Do not allow a client to stand on any furniture or materials bins.
4. Deliver clients (adult and children) to their caregivers at the end of the session. Make sure the caregiver knows that the client is back in the care of the caregiver. The exception to this rule is if an adult client travels to and from the clinic without a caregiver.
5. If a client needs to use the bathroom, have the caregiver take them. If the caregiver is unavailable, have a supervisor or another student clinician assist you.
6. Sometimes our young clients form attachments to you. They may demonstrate that affection in a physical way. High fives, knuckle snaps, handshakes are all appropriate ways to express appreciation or excitement. Use good judgment and consult with your supervisors regarding ways to handle clients who may wish to give you a hug.
7. Do not send a minor client to get a drink of water without you. You must always watch your minor clients and accompany them anywhere in the building.
8. Before and after each session, follow the cleaning and disinfecting protocols posted in each therapy room. Click this [link](#) for a full list of procedures.
9. Follow the materials room cleaning and disinfecting protocols for toys and other materials.
10. Keep backpacks and personal belongings out of the hallways or other unattended areas.
11. Do not give your keycard/student ID card to your clients to open doors. The locks on the doors are intended to keep the rooms protected and safe from those unauthorized to use the therapy rooms. When you give the code to unauthorized person it compromises the safety of our clinic.
12. Please always keep yourself safe. Graduate students often spend long hours in the Taylor Building long after the outer doors are locked. Please do not prop outer doors open after hours.
13. If you are studying alone in the Taylor Building late at night, please protect yourself by staying in locked areas such as the therapy rooms, room 150, 151, or room 125.
14. Ensure that your immunization records are up to date. For Covid, discuss with your client both their immunization status and your immunization status. If there is a discrepancy between your Covid status, consult with your CE and the Clinic Director regarding appropriate protocols to follow.
15. Keep all electronic systems passwords safe and secure.



Client Safety in the Event of an Evacuation Policy

Graduate student clinicians are responsible for a client's safety in the event of an evacuation from the building or any other emergency.

Procedure

Student clinicians must stay with the client, escort them to safety and ensure the client is delivered to the parent or caregiver. Our designated gathering spot is the picnic table to the right (when exiting the building) of the entrance to the clinic. Meet the parent or caregiver of the client in this area. If

you cannot find the parent or caregiver, stay with the client until you can find the parent or caregiver or until the emergency is over. If we are unable to return to the building, report to the Clinic Director the status of your client (e.g., you returned the client to the custody of the parent, or the adult client left BYU campus with their caregiver, etc.).

6.10 Clinical Attendance Policy

The clinical attendance policy **is one of the most important policies we have in the handbook**. It is essential that students entering the field of speech-language pathology understand that part of being a professional involves making and keeping commitments. When a graduate student is assigned a client, the student is making a commitment to be prepared for that client each time the client comes to the clinic for therapy. It is inappropriate for a student to have a cavalier attitude about their clinic assignments.

Policy

Failure to attend a clinical assignment at the BYU Speech and Language clinic without notifying the Clinic Director **and** the supervising CE may result in a failing grade. Students may also be subject to an immediate dismissal from the clinic assignment and will not be allowed to return to that assignment in the future.

- Students are required to attend all scheduled diagnostic and treatment sessions, even if they are paired with a partner.
- Students may not cancel a session to work on homework, study for a quiz, hold a thesis meeting, or any other academic or personal obligation.
- If you cancel a session for a university excused absence (e.g., attending a conference) then you do not need to make up the session but inform the CE and client as early as possible.
- Students may only cancel sessions for illness or family emergencies (following guidelines below). Students must attempt to make up the session if they are canceling for non-university excused absences.

NOTE: If a student receives a failing grade in any section of COMD 688R ALL clinical practicum hours earned during the semester or term become invalid and cannot be submitted as hours toward certification with ASHA.

Procedure: Requests for Time Off

If a student has a special circumstance and needs to arrange time off during a clinical assignment for any reason, the student must:

1. Submit a **written request** via email stating the reason for the time off and dates of the absence to the Clinic Director and cc-ed to the CE(s) who supervise your cases. The Clinic Director will notify your CE if approval is given for the request by responding to all on the email. If a CE asks about a student's time off approval, the student must forward the email request and the Clinic Director's response to the CE as soon as possible.
2. The request must be submitted prior to placement at a site, including the BYU Speech and Language Clinic.
3. If the request is approved, then the student must arrange the time off with the clinical educator during the first week of the semester or term.
4. Failure to obtain Clinic Director approval before taking time off **will result in a failing grade for the course**.
5. Written requests for time off do not guarantee approval.

6. If the student is not satisfied with the Clinic Director's decision the student may submit the request to the department chair.
7. The department chair's decision is final.
8. Requests for time off will not be granted for thesis-related activities, personal activities (e.g., vacations, family reunions, etc.), or other non-related externship activities.
9. This procedure must be followed, even if you are paired with another clinician and the session will not be cancelled due to your requested absence.

Procedure: Unexpected Time Off Due to Illness/Emergency

There are times when a student is too ill to attend their sessions, especially if they are considered contagious. This should not be taken lightly and ways to attend should be found, instead of looking for ways out of attending (e.g. wearing masks, holding a session via zoom, etc.). If the student is seriously ill or a severe emergency has happened that makes it so the student cannot attend, she/he must do the following steps:

1. Text/Call their CE as soon as the student is aware of the illness/emergency will affect attendance (Discuss the CE's preference in advance; see if they prefer if the student should text outside of working hours but call during working hours, or has another method of contact).
2. Do NOT reach out to the client without the CE's permission first.
3. Text/Email your client (with your CE in the text group or cc'd on the email) to explain the situation and apologize for cancelling the session.
4. Offer a chance to reschedule to make up for the missed appointment.
5. Work with the client and CE to arrange a make-up session.

Scheduling A Client

Policy

It is the graduate student clinician's responsibility to schedule their clients. The clinic is open M-Th from 12-6pm. Your CE must be able to watch one scheduled session live each week. Do not schedule clients during University Devotional (Tuesday 11AM) or Department Faculty Meetings (Thursday 11AM). You must schedule your diagnostic and treatment sessions with your CE's approval. Sessions must be scheduled on the hour.

Procedure

Students are responsible to schedule their own diagnostic and treatment sessions. Always check with your CE to make sure your clinical schedule will fit their schedule. If they do not approve your clinical schedule, you must change your clinical schedule.

Cancellations and Re-Scheduling

If there are changes to the client's regular schedule due to illness or no-show, etc., it is your responsibility to inform your clinical educator of the change. Do not make changes to the client's regular treatment schedule without clearing the change with your CE first.

If the client cancels the session, students may offer to schedule a make-up session.

Scheduling A Clinic Room

Policy

To avoid a scheduling conflict, rooms will be scheduled based on the priorities below..

Clinic Room Scheduling Policies:

1. Graduate student clinician activities including diagnostic sessions and treatment sessions, group sessions, planning for clinic, set up, clean-up and other clinical activities
2. Graduate student activities including preparing for clinic (see #1), student and/or faculty research
3. Graduate student group projects or study time
4. TA time (help sessions, tutoring, etc.), student make-up exams/quizzes
5. Other faculty needs

For example, if both a clinic session and a TA session are competing for a spot in the clinic, the clinic session is the priority. Activities listed in #2, 3, 4, & 5 are not to be scheduled during M-TH 12-6pm. Exceptions must be approved by the Clinic Director.

Procedure

Contact the department office manager and/or the student secretaries to reserve a clinic rooms. You can view the scheduling Google doc found [here](#) to plan your schedule (but cannot edit the schedule).

Once your clinic schedule is set for the semester, record your schedule in the ClinicNote database.



Scheduling A Recording Using Comdobserve

Policy

All therapy and diagnostic sessions are to be recorded using comdobserve.

Procedure

Our department office manager (105 TLRB) and the student secretaries (104 TLRB) will set up your semester treatment session recordings to start and stop automatically. Have the days, dates, start times, client initials, and supervisor information available when you schedule a recording.

Client Participation Forms

Policy

During the first week of clinic, student clinicians need to review the client contract with the adult client and or caregiver or the parent or caregiver of a minor.

Procedure

The client, parent or caregiver must sign and or initial the contract. Once the contract is signed by all parties (supervising CE, client, parent or caregiver and the student clinician) make a copy of the form to give to the client, parent, or caregiver. Turn the original copy into our office manager.

Learning Suite has links to the most recent versions of the client contracts.

Client Documentation Policy

SOAP Notes are to be turned in through ClinicNote the day the session takes place. CEs have one week to review and approve SOAP notes.

CEs should not return a SOAP note for edits more than twice. If a CE exceeds this limit, the CE and student must make an appointment with the clinic director to discuss and find solutions to the issues that are keeping the CE from signing off on the SOAP note.

Look under the Assignments section in Learning Suite for all other report due dates.

6.11 Graduate Student Clinician Evaluation Procedures

Performance Evaluation

Development of clinical skills and characteristics is a process. Evaluation of clinical work is based on several factors, including professional conduct, growth toward independence, development of clinical competencies, and demonstration of professional commitment.

Please note: If any of the following occur, your final clinic evaluation will be negatively impacted, and you may be placed on marginal status for progress in your graduate program: poor professionalism (2 or lower on CALIPSO final evaluation); unexcused absences from colloquium or clinic assignments; inadequate file(s); missing the deadline at the end of the semester/term for turning in final reports and checked out materials.

CALIPSO Evaluations

Using CALIPSO, each CE will rate student performance at two points during the semester; midterm, and final evaluation. Only the final evaluations ratings count towards the final ComD 688R grade. The rating scale definitions can be found by clicking this [link](#).

| CALIPSO RATING EXPECTATIONS | | | |
|-----------------------------|---------------------|-----------------------|-----------------------|
| GRADE | Fall ComD Section 1 | Winter ComD Section 1 | Spring ComD Section 1 |
| A | 4.00-5.00 | 4.27-5.00 | 4.27-5.00 |
| A- | 3.66-3.99 | 3.96-4.26 | 3.96-4.26 |
| B+ | 3.35-3.65 | 3.65-3.95 | 3.65-3.95 |
| B | 3.04-3.34 | 3.34-3.64 | 3.34-3.64 |
| B- | 2.73-3.03 | 3.03-3.33 | 3.03-3.33 |
| Remediation | Remediation | Remediation | Remediation |
| C+ or lower | 1.00-2.41 | 2.72-3.02 | 2.72-3.02 |

Policy

If the student receives an individual domain rating below 2.75 or lower on the midterm, the clinical educator will specifically address the concern(s) in the CALIPSO midterm evaluation form. The CE will provide the student with specific goals for the student to resolve the deficiency. The student and CE must review the student's progress for each 2.75 or lower domain rating during the final evaluation.

Students must receive a final overall rating for each clinical assignment within the B- range to continue to the next semester or term. If the final rating for any clinical assignment is below the B- range, the student will be placed on marginal status and remediation will be required. The student will be informed what must be done to remove the marginal status and to be able to continue in the clinical program. The condition for status change will depend on the nature of the clinical problem. Students may be required to review and pass a tutorial, complete a case study, pass another clinical assignment in the BYU SL Clinic, or perform another activity designed by the faculty, clinical faculty, or clinic director.

Procedures

Midterm Evaluation Procedures

Students are responsible to make an appointment with their clinical educators for a midterm evaluation. Students are required to fill out a CALIPSO Self Evaluation for each client prior to meeting with their CE. We ask students to rate their own skills for two reasons: a) to help gauge how students view their own clinical growth and b) ensure that students have read the CALIPSO checklist and know what skill areas their clinical educators are evaluating. A student's self-rating is not calculated into the final grade. Students should convert their midterm Self Evaluation into a PDF file and send it to their CE, as their CE does not have access to this information through CALIPSO.

After reviewing the CALIPSO rating form, the clinical educator and the student will review what the clinical educator sees as the student's areas of strength as well as areas where the student can make improvements. The clinical educator and the student will then set one to three goals targeting identified improvement areas. The goals will be recorded in CALIPSO. The student will be asked to report on the progress of these goals at the final evaluation meeting.

Remediation half-step

If the clinical educator has rated the student lower than a 3 on any of the essential competencies (i.e., [individual CALIPSO domains](#)), the clinical educator and the student must address each domain by writing a goal for the student as well as a plan for how the student is going to work to improve on that area between the midterm and final evaluation. The student and clinical educator should work together to formulate the goal(s) and plan for improvement.

Final Evaluation Procedures

Students will meet with the clinical educator to review the CE's evaluation of the student's clinical performance. The CE will review areas of strength as well as areas that need improvement in CALIPSO. The clinical educator will ask the student to report on their progress with the goals they set at midterm. The final rating given by the CE will be factored into the final grade for the course. Please see your current syllabus for an explanation of how grades are issued/calculated using CALIPSO.

Remediation half-step follow-up

If the student had one or more domains rated lower than a 3 at midterm, during the final evaluation the clinical educator and the student must report in writing in CALIPSO on the student's progress and improvements. If the student continues to receive a rating lower than a 3 at the final evaluation, a remediation plan will be developed (see section 19 Student Review Plan).

Please see CALIPSO for a review of the competencies students are expected to acquire throughout their clinical rotations in the BYU ComD master's program. <https://www.calipsoclient.com/byu/account/login>

B- Or Better Policy

Policy

If a student earns lower than a B- in any section of ComD 688R, they must re-take the same clinical experience (e.g., the student must retake the course during another semester, a spring term would not count). The clinical hours for the semester or term in which a student earns a C+ or lower are invalid and cannot count towards ASHA hours.

Procedure

Under the direction of the Clinic Director, the clinical team reviews the progress of each student clinician at midterm and final points in the semester. Students who are struggling or in danger of failing the course and clinical assignments associated with the course are carefully reviewed. See Midterm Evaluation Procedures and Remediation half-step procedures for review (section 17. CALIPSO Evaluations).

Student Review Plan (Remediation)

A student clinician may struggle with a clinical assignment to the point that the student may be at risk of not meeting an essential competency(s) (i.e., [individual CALIPSO domains](#)). In such cases, the clinical educator may ask for the assistance of the clinical team, including the clinic director, in providing feedback to the student, additional readings, co-treatment, simulated cases, video examples, etc.

If at the end of the semester or term, the student has not met competency with a score of a 3 or better in each essential competency (i.e., [individual CALIPSO domains](#)), a Student Review Plan will be developed by the clinical faculty and the clinic director (click [here](#) for an example form).



Student Review Plan Procedure

1. The clinical educator will meet with the student to discuss the concern(s) and plan how to resolve each concern.
2. The student will write a one-page summary of what they think the problem is and a plan for improvement. We ask students to write the one-page summary for two reasons; a) ensure that the student understands the problem and b) help the student gain insight into how they can self-reflect and take steps to self-improve.
3. If necessary, other faculty or clinical faculty will observe the clinician in a session (live or on video) and

provide feedback focusing on the stated concern.

4. The clinical educator will meet with the student (and with the observers, if required) to go over the feedback and design a plan of action. Specific performance criteria will be set as needed.
5. Once the plan is created, the student will be informed as to the current grade and what consequences will result if the student fails to meet the performance criteria.
6. The student and the clinical educator then sign the Student Review Plan to indicate their agreement with the plan of action.
7. The student and the clinical educator must periodically discuss the student's progress toward meeting the goals of the Review Plan so that modifications can be made as appropriate.

8. When specific performance criteria are achieved, the clinical educator and one of the observers should initial their agreement.
9. At the end of the semester/term, the clinical educator should complete the Evaluation of Plan section to indicate the effectiveness of the plan and if any further action will be necessary.



7. EXTERNSHIP CLINICAL PLACEMENT

A significant portion of the graduate program in Speech-Language Pathology is the clinical practicum experience. Following a successful experience in the BYU Speech and Language Clinic, each student will continue their clinical training through off campus externship placements. This externship handbook serves as a resource of information as you prepare for and complete your off-campus clinical externship experiences.

The graduate clinical training program includes enrollment in clinic at the BYU Speech and Language Clinic during Fall semester, Winter semester and Spring term of your first year. Typically, during your second year you will complete two full-time 10-week externship experiences. You will have one pediatric placement and one adult placement to ensure a variety of experiences. During your first year you will attend a group orientation and individual mentoring session each semester/term to prepare you to choose, apply, and select from the available externship options.

| | Fall Semester August - December | Winter Semester January – April | Spring Term April - June |
|---------------|--|--|--|
| Year 1 | Classes BYU Speech and Language Clinic Externship orientation #1 and 2 Thesis exploration | Classes BYU Speech and Language Clinic Externship orientation #3 and 4 Thesis | Classes BYU Speech and Language Clinic Externship orientation #4 and 5 Thesis |
| Year 2 | Externship # 1 (Externships may begin as early as August 1) Thesis | Externship #2 Thesis | Classes Thesis |

During your externship experience you will be required to enroll and participate in ComD 688R section 3. In addition to your site requirements, you will complete weekly online assignments and attend class once a month in the evening. Assignments may include reflective writing essays, digital dialog responses, and an in-class presentation. You will also complete a supervisor and site rating and your supervisor will submit a final competency rating of your clinic skills.

7.1 Externship Orientation and Selecting Sites

Orientation Process

Detailed information regarding externships is found in the ComD Graduate Student Info Hub in Learning Suite which you will gain access to during your first semester in graduate school. Additionally, there will be

six orientation meetings throughout your first year in graduate school (two each semester). Orientation meetings will cover the follow information to help you prepare for your externships:

- Externship Orientation #1 and #2 (Fall) - Introduction of externship experiences, overview of types of sites available, and general preparation information
- Externship Orientation #3 and #4 (Winter) – Review details of application processes, deadlines, specific site requirements, letters of intent, resumes
- Externship Orientation #5 and #6 (Spring) – Review ASHA CFCC requirements, standards for clinical practicum hours, IRAMS applications, course expectations

Externship Sites

See the externship coordinator's database and Graduate Student Info Hub in Learning Suite for the latest information regarding specific externship site options. The Graduate Student Info Hub is a community in Learning Suite. You will have access to Learning Suite when you begin the program. Sites may change their availability to host our student clinicians from year to year depending on staffing, supervisor availability, and other needs. The database of our site partners is posted so that you may see information about location, typical schedule, and prior student feedback for each site.

Application Process

1. Attend mandatory externship orientation meetings and meet individually with externship coordinator, by appointment, to discuss your clinical goals and any questions you might have.
2. You may choose up to two adult sites and up to two pediatric sites to apply to. For school sites you may indicate a preference of school district or type of setting (preschool, elementary, middle school, or other types of specific focus). Your preferences will be considered, and all efforts will be made to meet them. Please remember that stating a preference is not a guarantee for a site placement.
3. Prepare your application packet. Check the Graduate Student Info Hub to verify the requirements for your chosen sites. Most sites will require a letter of intent and resume. Some sites will also require letters of recommendation and transcripts. Specific site requirements may change from year to year and current requirements are posted in the linked information in the updated yearly Box document posted in Learning Suite.
4. Meet the deadlines for application submission as posted in the Graduate Student Info Hub. Applications that are not completed within the posted deadlines may not be considered and could potentially delay your graduation.
5. Sign up, prepare for, and complete interviews as instructed by the specific sites.
6. Questions will be answered during group orientation, individual mentoring meetings, and scheduled consultations with the externship coordinator.
7. When externship placements are offered, you are required to respond promptly and professionally and cc the externship coordinator on these emails.

When Accepted to a Placement

1. Ask your site supervisor the following questions:
 - a. What is my start and end date?
 - b. Who is my site supervisor and what is their contact information?
 - c. Is there an orientation for this facility?
 - d. How do I start the orientation process?
 - e. When do I start the orientation process?
 - f. What types of materials can I be reviewing now to prepare for my externship experience?
 - g. What is the dress code?
 - h. Do I need to prepare a presentation during the time I am at this facility?
 - i. Any other questions you can think of.
2. Update the Externship Tracking Document in Box with details regarding your externship:
 - a. Name of the site you have been accepted to
 - b. Start and end date of the externship
 - c. Name and contact information of your site supervisor
 - d. Verification that the supervisor is certified to supervise and is registered in CALIPSO
3. Complete the IRAMS application through the BYU Internship web page as instructed in orientation.
4. Complete and upload all student obligation documentation required by your externship site as posted in the IRAMS system. This may include immunizations, background check, CPR training, drug screening, etc.
5. Register for 1 credit of ComD 688R Section 3 for the semester when you will be completing your externship. Your externship start and end dates may not line up with semester schedule. Sign up for the class in the semester in which you will be completing most of your externship hours.
6. Students need a current CALIPSO registration during all externships in the graduate program at BYU. CALIPSO is a web-based application used to manage clinical performance measures, track clinical hour etc. See “Documenting Clinical Hours” and “Student Evaluation Procedures” for more information.

Internship Registration and Management System (IRAMS)

Students can find information regarding IRAMS at <https://experience.byu.edu/students>. Step-by-step instructions detailing how to use the IRAMS system are posted on the website.

Please follow the IRAMS link to start an externship application after you have been accepted to a site. Once you have submitted your application and it has been approved by the externship coordinator, you will be able to see what requirements your site has by clicking on the Student Obligation Documents link located in the upper right-hand corner of your application. You will not be cleared to register for ComD 688R section 3 until you have uploaded all the required documentation.

Students can search the IMA Database to see if a facility has a contract or an affiliation agreement with BYU. If you are interning or hoping to intern with an IHC facility, the externship website has a list of required documents you will need before you can be cleared to enroll in ComD 688R.

The Master Agreement (IMA) can be found at this link:

[standard internship agreement](#)

Students are required to read and understand the IMA. This document is read together as a class during orientation.

ALL student obligation documents MUST be completed and verified a minimum of four weeks prior to externship start date.

Liability Insurance

The university provides liability insurance for each student who participates in an internship in accordance with university policy and stated contractual agreement. The liability insurance, however, is only in effect when both the internship provider and the university have signed the Internship Master Agreement. The insurance is in effect only for the time covered by the dates in your IRAMS application. The dates listed in your IRAMS contract must match your start and end dates.

If you need to provide documentation of this to an internship provider, you may provide this

memorandum of insurance: <https://experience.byu.edu/00000172-e72a-dae9-a777-ef6e7ce20000/memorandum-of-insurance-byu-20-21-church-gl-20-21-byu-moi-internship-rev-1-pdf>

For more information go to: <https://experience.byu.edu/imas-forms>

7.2 Site Supervisor Responsibilities

Qualifications of a Site Supervisor

A site supervisor is a licensed speech-language pathologist who holds a current Certificate of Clinical Competence, has completed additional professional development as required by ASHA, and has agreed to supervise a graduate student while engaged in various clinical activities within the Speech-Language Pathology scope of practice. The student clinician is responsible to ensure that site supervisors are current with ASHA certification and have completed all mandatory professional development.

See ASHA Standard V-E for more details: <https://www.asha.org/certification/2020-slp-certification-standards/>

Site Supervisor Expectations/Responsibilities

Site expectations: Site supervisors will inform the student of any requirements specific to a site either during the interview or during the first week of the externship. Some examples of these requirements could include the site's dress code, paperwork, insurance and reimbursement requirements, Medicare/Medicaid rules and regulations, IEP procedures, presentations and/or readings, etc.

Start/end date: The specific start and end date of an externship should be negotiated between the site supervisor and the student before the externship begins.

Best practice regarding progressing from observation to practice: BYU students typically do not need to observe for long periods of time before starting to work with clients at an externship site. We recommend a day of observation followed by a day of co-treatment, then allowing the student to start working with clients. Of course, each student and externship site are different, and adjustments should be made to accommodate the needs of individual students or externship sites.

Site Visit: During the semester of the externship, the externship coordinator may have an opportunity to visit the site. The purpose of the site visit is to talk with the site supervisor about the experience, get feedback, and make sure the externship experience is positive for both the site supervisor and the student.

CALIPSO: The site supervisor is required to register for and enroll in CALIPSO so that they can a) sign off on hours earned by the student and b) evaluate the student's performance using the CALIPSO midterm and final rating system. The student is responsible to both ensure their supervisor is registered in CALIPSO and to input the dates and hours into CALIPSO for the supervisor to approve.

Feedback: The site supervisor is encouraged to reach out to the externship coordinator with any questions or feedback regarding student performance at any time. The site supervisor is required to notify the externship coordinator immediately if the student is not meeting clinical competencies, standards of professionalism, or is in violation of the ASHA Code of Ethics.

Supervision Requirements

The ASHA Scope of Practice Standard V-E states that the amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

Direct supervision must be in real time. A site supervisor must be available and on site to consult with a student clinician who is providing clinical services. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

See ASHA standards V-E and V-C for more detail: <https://www.asha.org/certification/2020-slp-certification-standards/>

7.3 Student Responsibilities

Scheduling Start and End Date

It is the student's responsibility to negotiate with the site supervisor both the start and end date of the externship. Each experience typically lasts a minimum of 10 weeks. Once the student and supervisor have agreed on the start and end dates the student is not allowed to terminate the externship early (for example, a student who has earned all their clinical hours for that site before the end date must continue to attend the externship until the agreed upon end date). Once the start and end dates have been established the student is responsible to inform the externship coordinator of the dates.

Meeting Site Supervisor Expectations

Students are expected to meet with their site supervisor during the first week of the externship experience to discuss the site supervisor's expectations regarding everything from dress code to paperwork procedures.

Standard of Personal Conduct

Professionalism is key to the success of a student's externship experience. Students enrolled in this class have begun their professional career. It is our expectation that students will behave professionally while at their externship sites. You are a representative of BYU and the ComD Department. Use your cell phones responsibly. If you have questions, please check with your supervisor. Your supervisor will mentor you through the professional requirements at your site. Please conform to BYU dress and grooming standards in addition to the externship site's dress and grooming requirements.

Students are expected to follow the ASHA Code of Ethics while participating in an externship. If a student is found to have violated the ASHA Code of Ethics, they are subject to dismissal from the externship site and will receive a failing grade for that rotation, which may also result in a remediation plan and/or a delay in graduation.

Externship Attendance Policy

Students are expected to match their site supervisor's hours and schedule at their externship sites. Professionalism is critical, so students are expected to be on time. Failure to attend an externship assignment without notifying externship coordinator AND the site supervisor may result in a failing grade. Student may also be subject to an immediate dismissal from the site and may not be allowed to return to

that site in the future. NOTE: If a student receives a failing grade in ComD 688R, all clinical practicum hours earned during the semester become invalid and cannot be submitted as ASHA clinical practicum hours. Possible exceptions to the attendance policy include:

Illness/Family Emergencies

The student must notify BOTH the site supervisor and the externship coordinator the morning that they are unable to attend due to illness. If the student misses more than one day due to illness the student is expected to contact both the site supervisor and the externship coordinator the morning of each subsequent day missed.

If a student is unable to attend a clinical assignment due to a family emergency, the student must contact the site supervisor AND the externship coordinator to plan immediately.

Severe Weather/Freeway Closures

Occasionally in the winter months, weather in and around the Wasatch front can be too severe for travel on the freeways or the freeways can be closed due to an accident. If a student is commuting to a clinical assignment and is unable to attend due to severe weather conditions or a freeway closure, then the student is expected to contact both the site supervisor AND the externship coordinator immediately.

Distance Externship Policy

Externship sites that are more than 100 miles from campus are considered a distance externship experience. To complete a distance externship, a student must petition a committee including the externship coordinator, thesis advisor, and department graduate coordinator for approval including the site, supervisor, and timing. The student is responsible to find a distance externship partner with approval of the externship coordinator. Once a potential site is identified, the student communicates information including the site name, location address, potential supervisor name, email, and phone number, and sponsoring organization contact information to the externship coordinator. The student and externship coordinator work together with the university experiential learning administrator to put a contract in place. The BYU ComD Department policy is that a student may complete a maximum of one distance externship experience during the program. A student is expected to attend class virtually and complete all academic requirements as would be expected for a local externship.

This distance externship policy is in place for the 2024-25 externship year only. Distance externships may not be available for future cohorts pending department review due to other schedule changes that would conflict with the availability of this option.

Time Off Policy

If a student wishes to take time off during a clinical assignment for any reason other than illness, family emergency, severe weather or freeway closures, the following procedure must be followed:

The student must submit a written request stating the reason for the time off and dates of the absence to both the externship coordinator and site supervisor. **The request must be submitted prior to placement at a site.** If the request is approved, then the student must arrange the time off with the externship site supervisor during the first week of the semester. Failure to obtain externship coordinator approval before discussing time off with a site supervisor will result in a failing grade. Written requests for time off do not guarantee approval. It is inappropriate for students to request time off from an externship for thesis related activities such as data collection, data analysis, meetings, etc.

Students may not make direct requests for time off from an externship to an externship supervisor without prior approval from the externship coordinator in the Department of Communication Disorders at Brigham

Young University. Generally, requests for time off will not be granted for thesis related activities and personal activities.

Student Evaluation of Site and Supervisor

Students are encouraged to communicate any feedback or concerns with their site or supervisor immediately to the externship coordinator.

Students who engage in an externship in the BYU ComD program are required to fill out a supervisor and site evaluation at the end of each externship experience. Students will review the supervisor using the **Supervisor Feedback** form and the **Student Evaluation of Off-Campus Placements** forms located in CALIPSO. Failure to fill out an evaluation may result in lowering the externship grade one letter grade.

7.4 Student Evaluation Procedures

General Procedures

Students will complete a midterm clinical review with their site supervisor part way through their experience in addition to a final review at the end of their experience. The CALIPSO evaluation form is preferred for midterm evaluation and required for the final assessment. Before meeting with the site supervisor for either evaluation, the supervisor will rate the student using the appropriate evaluation form. When the student meets with the site supervisor, they will go over the CALIPSO competencies with the student and together the student and the site supervisor will identify student strengths and areas that need improvement. The student and site supervisor will then set one to three goals to work on between the midterm and final evaluation. The externship grade is based largely on the final rating the site supervisor assigns in CALIPSO. The externship coordinator assigns the final grade. Any questions regarding grading should be directed to the externship coordinator, not the site supervisor.

Formal Remediation Plan

If a student demonstrates need for extra support or is slow to meet competencies, the student, site supervisor, and externship coordinator will work together to informally support the student in meeting expected levels of performance. However, if a student's average score falls below a 3.0 in either evaluation skills, treatment skills, or professional qualities as documented in CALIPSO, then a formal remediation plan will be implemented. This formal remediation plan will be developed and documented in CALIPSO as part of the evaluation by the student and the site supervisor in coordination with the externship coordinator. If a remediation plan is considered, the follow steps will be followed:

1. The site supervisor will meet with the student to discuss the concern(s) and current grade.
2. If necessary, additional supervisors or faculty members will observe the clinician in a session (live or on video) and provide feedback focusing on the stated concern(s).
3. The site supervisor will meet with the student to review feedback and plan remediation. As part of the remediation plan, the required performance criteria are set and consequences of failing to meet the criteria are discussed.
4. The site supervisor, externship coordinator, and student will sign the written remediation plan to indicate their agreement with the plan. The plan will be added to their midterm evaluation in CALIPSO in the section entitled "Recommendations for Continued Growth."

5. The student and the site supervisor should periodically discuss the student's progress toward meeting the goals of the remediation plan so that modifications may be made as appropriate.
6. At the end of the externship, the site supervisor will update the student's progress in the remediation plan.
7. When specific performance criteria are achieved, the site supervisor and one of the observers should initial their agreement. At the end of the semester, the site supervisor should complete the "Improvements Since Last Evaluation" section to indicate the effectiveness of the plan and note if any further action will be necessary.

Procedures for Unanticipated Termination of the Externship

Occasionally externships must terminate for unexpected reasons. Reasons an externship placement might need to be terminated include: a student failing the externship placement and remediation needing to take place before the student can successfully complete an externship rotation, serious illness, family emergencies, and/or ethics violations.

If termination needs to take place because a student is failing to meet minimum expectations, the student will be informed by the externship coordinator and the department chair of the termination. The externship coordinator and the department chair will meet with the student to discuss the documentation of the failure and the strategies the site supervisor used to attempt to remediate the student's clinical skills prior to termination. Please be aware that the site supervisor is not obligated to provide remediation to the student. The Department of Communication Disorders is responsible to ensure that students are ready for the challenges of an externship before placing the student in that rotation. If the site supervisor is unwilling to provide support to the student for remediation purposes, the responsibility of remediation is on the Department of Communication Disorders. The externship coordinator will write a remediation plan as outlined in the syllabus (see section titled Remediation Plan).

If termination is due to illness or family emergency or any other non-grade issue, then the externship coordinator will contact the site supervisor to explain the circumstances and reason for termination. A student may need to file an Incomplete with the university or may need to withdraw from the class depending on the university schedule.

7.5 ComD 688R Section 3

Prerequisites for ComD 688R section 3

1. Participation in all mandatory Pre-Externship Orientation sessions
2. Approval from the externship coordinator through IRAMS
3. Students must have successfully completed 3 semester/ terms of 688R sec (1-2) according to current program requirements under the direction of the BYU Speech and Language clinic Director.
4. Students will be cleared to begin an externship upon completion of:
 - a. An IRAMS application
 - b. Posting evidence of completion of all student obligation requirements specific to the site (e.g., immunizations, drug screen, CPR training, background check, etc.)
 - c. Enrollment in 1 credit of ComD 688R section 3

Enrollment in ComD 688R Section 3

For a ComD graduate student to be covered under the University Liability Insurance, students must be enrolled in 1 credit of 688R while participating in an externship experience.

As a graduation requirement, students are required to earn a minimum of 5 credit hours in ComD 688R to graduate. The required credit hours include 3 credits in the BYU Speech and Language clinic (typically a fall, winter, and spring in first year) and 2 credits of externships (typically during second year).

This course is available Fall and Winter. Most externships start during Fall semester, however there may be opportunity to start a Fall externship as early as August 1, depending on the opportunities offered by our externship partners. You will still register for the class in Fall semester if you begin in August.

Students may enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by the externship coordinator.

Class Attendance

Students are required to attend all practicum class meetings during the semester they are enrolled in 688R. Classes are held in person. Zoom is only available for emergencies with advance permission from the externship coordinator. Failure to attend may result in the externship grade being lowered by one letter grade.

Supervisory Contact

The ComD 688R class provides opportunity for the externship coordinator to meet with students 4 times during the semester in a face-to-face group experience. Face-to-face meetings allow the externship coordinator to interact with students, assess how the students are progressing in their externships, answer any questions the students may have, and act as an advocate for students while they are participating in an externship.

Direct supervision of ASHA hours during an externship will be the responsibility of the site supervisor. Site supervisors will follow ASHA guidelines regarding supervision. See “Supervision Requirements” section above for more details regarding supervision standards.

Grading Policy

Consistent with the Department of Communication Disorders graduate grading policy, students must earn a B- or better in the course to be considered passing the course.

Student’s final grades are based on the following:

1. Final clinical skills competency rating for your externship site
 - a. Grades for student clinical performance at the site are calculated using the CALIPSO grading scale. See Learning Suite>Content>CALIPSO for the grade scale. The CALIPSO rating for the site constitutes a majority of the grade.
 - b. Students will be assessed at midterm in various ways and at final using CALIPSO. The student and site supervisor will set one to three goals targeting clinical skill improvements between the midterm and final evaluation.
2. Academic clinical assignments
 - a. BYU’s internship policy states that an internship is an **academic, curriculum-based** practical work experience. Therefore, there is an academic portion to the externship experience. Policy states that assignments must include combinations or elements of the following: texts, papers, projects or research, demonstrations, or presentations etc. For more details go to: <https://experience.byu.edu/internship-coordinator-handbook>
 - b. Assignments outlined in Learning Suite make up the remaining portion of the grade. See the assignment section of Learning Suite for more details.

3. Students must earn a final rating of 3 or better on each of the competencies listed in CALIPSO and must earn a final rating of a B- or better for the class.

NOTE: Please be aware that if a student fails a rotation on final evaluation (receive lower than a B- on the CALIPSO rating form) then the student will fail the course. Any hours earned during a failing site rotation will not be counted towards hours needed for graduation. The student will need to demonstrate successful passing of a similar rotation at another time. The details will be coordinated with the student and externship coordinator.

7.6 Standards For Clinical Hours

Standards for clinical hours are based on the ASHA Standards for the Certificate of Clinical Competence. See <https://www.asha.org/certification/2020-slp-certification-standards/>. These, however, are minimum requirements. By the time a student completes the clinical training program, they should have acquired hours well above the minimum standards.

Clinical Hours Required for Graduation

In alignment with ASHA standards, students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology to qualify for graduation. Twenty-five hours must be spent in guided clinical observation and at least 375 hours must be in direct client/patient contact. A minimum of 325 clock hours of supervised clinical practicum must be completed while the student is enrolled in the graduate program. 50 clock hours may be completed at the undergraduate level. The guided observation and direct client/patient contact hours must be within the ASHA scope of practice and must be under the supervision of a clinician who has met the ASHA requirements. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Supervised clinical practice must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice as well as experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, and comprehensive service delivery model.

Additionally, clinical experiences include assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology. Standard IV-C defines the types of disorders in which we obtain clinical experience. Students must earn a minimum of 5 clinical hours in each of these categories. They are as follows:

| Area | Description | As Recorded in CALIPSO |
|-------------------------|---|-------------------------|
| Speech Sound Production | Includes articulation, motor planning and execution, phonology, and accent modification | Speech Sound Production |

| | | |
|---|---|----------------|
| Fluency and Fluency Disorders | A fluency disorder is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms. | Fluency |
| Voice and resonance | Includes respiration and phonation | Voice |
| Receptive and expressive language | Includes phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing | Language |
| Hearing | Includes the impact on speech and language | Hearing |
| Swallowing/feeding | Includes (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span | Swallowing |
| Cognitive aspects of communication | Includes attention, memory, sequencing, problem solving, and executive functioning | Cognition |
| Social aspects of communication | Includes challenging behavior, ineffective social skills, and lack of communication opportunities | Social Aspects |
| Augmentative and alternative communication modalities | Includes oral, manual, augmentative and alternative communication techniques and assistive technologies | AAC |

For more details see ASHA Certification Standards V-C, V-D and V-F:
<https://www.asha.org/certification/2020-slp-certification-standards/>

Once students have completed their clinical hours, they will have an exit interview with the chair of the department who will certify completion of hours and verify that a student has had quality practicum experiences throughout the graduate program.

Documenting Clinical Hours

Students are responsible for completing and submitting their record of clinical hours. The BYU ComD program uses CALIPSO to document clinical hours. CALIPSO stands for Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations. All students are required to use the CALIPSO database to document and track their clinical hours. Students register for CALIPSO during their first semester at BYU. For registration information, cost, etc., go to: <https://www.calipsoclient.com/index.html>.

Completing Clinical Hours

All students must complete two externship placements in their second year of graduate school. Students must complete a pediatric placement and an adult placement. During your time working at the BYU Speech and Language Clinic and your two externship placements, you must complete at least 400 clock hours. The duration of the externship experience must be completed in its entirety, even if you earn 400 hours prior to the scheduled end date. If an externship needs to be extended due to not earning enough hours, a student must coordinate the extension with the externship coordinator. At the end of both externships, students must verify they have completed all the hours with the department secretary.

7.7 Other Policies

ASHA Code of Ethics

Please follow the link below to find a copy of the ASHA Code of Ethics. Each student is expected to read, understand, and adhere to the ASHA Code of Ethics in any clinical placement. Any faculty, student, or site supervisor who fail to comply with the ASHA Code of Ethics may be subject to sanction.

Adherence to ethical standards is measured in CALIPSO. In the final evaluation, students must have a minimum section average performance rating of 3.0 or above in the CALIPSO Professional Practice, Interaction, and Personal Qualities section. This score includes adherence to the ASHA code of ethics, scope of practice, and ethical interactions (see std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B).

For more information go to: <http://www.asha.org/Code-of-Ethics/>

Client Rights

Clients seen in an affiliated externship site are entitled to speech and language services in an environment free from unlawful discrimination. Any student who unlawfully discriminates against a client on the basis of race, color, sex, national origin, religion, age, veteran status, genetic information and/or disability may be subject to sanction.

Confidentiality Policy

Students must follow the confidentiality procedures of their externship sites. Confidentiality policies and procedures vary depending on the externship site. Please refer to the site supervisor, human resources department, or orientation packet for details regarding client/patient confidentiality protocols specific to your site.

CPR Training Policy

For specific medical sites graduate students may be required to be certified in CPR training. This is a site-specific requirement. Please check the requirements of your site before seeking this training.

Drug Screening, Fingerprinting, and Background Checks

Drug screening, fingerprinting and FBI background checks are site specific. Please check with the BYU IRAMS system to verify if your site requires a drug screen or background check. You can check the IRAMS system by clicking on the Student Obligation Documents link at the top right corner of your application. Fingerprinting and FBI background checks are available through the McKay School Advisement Center. For instructions go to: <https://education.byu.edu/advisement/fingerprinting>.

Approved locations to obtain a drug screening can be found here:

<https://experience.byu.edu/https://brightspotcdn.byu.edu/88/84/2cc9de4a490d849706176fcb328f/ihchsdrugtestingservices.pdf>

8. GRADUATION

8.1 Apply for Graduation

During the first month of the semester in which a student plans to graduate, they will need to apply for graduation online in the [Graduate Progress System](#) no later than the deadlines listed on the current [Graduation Dates and Deadlines](#).

The instructions can be found here: <https://gradstudies.byu.edu/page/graduation>.

8.2 The Exit Interview

Each student must have an exit interview with the department chair prior to your graduation. This interview is scheduled in advance of the graduation deadline (but after completion of your thesis defense) to allow a review of your file, including the checking of clinical requirement completion. The department chair interviews you about the quality and content of your graduate experience and collects any suggestions you wish to offer.



8.3 Graduation and Convocation Services

Students who are on track to graduate during the academic year may attend the University graduation ceremonies and walk in the MSE Convocation normally held in April, even if the student has yet to complete Spring term courses, finish the thesis, or finish their clinical hours. A student's diploma will be dated according to when they complete all requirements for their degree. Please attend to the applicable due dates and consult with your advisor to avoid paying additional tuition charges in a subsequent semester or term.

9. STUDENT SUPPORT SERVICES AND OTHER USEFUL RESOURCES

9.1 Counseling and Psychological Support

The [Counseling and Psychological Services](#) professionals (CAPS) at BYU provide a place of refuge on campus for any who are experiencing distress. This office has walk-in hours from 8am to 4pm, Monday through Friday, for any students who would benefit from a safe and confidential space to share their feelings (1500 WSC). Those who need help after 4pm can call CAPS at 801.422.3035 and speak with a crisis specialist. A brief description and the associated links for a number of additional outreach services are listed below:



Commitment to Diversity

The Counseling and Psychological Services has described their [commitment to diversity](#) in the following statement: “We aspire to maintain a culture of inclusion. We provide counseling services that are confidential and strive to create a safe environment for students of diverse age, gender, race, ethnicity, religion/spirituality, sexual orientation, relationship status, national origin, immigration status, socioeconomic status, political affiliation, body type, and mental and physical ability. We respect and seek to understand the unique intersection of identities that individuals bring to our center, and believe that commitment to diversity directly contributes to the Aims of a BYU Education.”

The Body Project

A group of students working together to decrease adherence to the appearance ideal and increase body acceptance! [THE BODY PROJECT](#) is a fun and interactive program designed to empower women to challenge unrealistic cultural messages about the appearance ideal and develop healthy body acceptance.

Suicide Prevention – QPR Training

QPR is a nationally recognized [suicide prevention program](#) aimed at helping you know what to do and say when someone close to you is considering suicide. We’ll teach you what signs to look for, how to approach someone who’s struggling, and where to go for help.

9.2 The Office of Belonging

Information and events regarding efforts to create a greater community of equity and belonging can be found on the website created by [The Office of Belonging](#), describing their mission with the following statement:

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to

create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student's divine potential is our central focus (BYU Mission Statement).

9.3 Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sexual discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please contact the department chair or contact the [Title IX office](#) which was created to provide assistance to those encountering instances of sexual harassment. Contact can be made through the [Title IX website](#), by calling their office at 801-422-8692, or at titleix@byu.edu. Students may also contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours); or contact the Honor Code Office directly at 801-422-2847.

9.4 Students with Disabilities

Brigham Young University is committed to compliance with Section 504 of the Rehabilitation Act of 1973, which extends civil rights to people with disabilities and provides for reasonable accommodations. The university makes every effort to accommodate individuals with disabilities within the scope of existing laws, and this is a shared responsibility. The [University Accessibility Center](#) (UAC) provides academic accommodations, auxiliary aids, and services to students with disabilities and consults with the university community regarding disability access issues. The UAC reviews accommodation requests from students with disabilities on a case-by-case basis to determine if the requests are reasonable and engages in an interactive dialogue with each student to ensure that proper accessibility considerations are made. If you have any disability which may impair your ability to complete a course successfully, please contact the UAC through their [website](#), by calling 801-422-2767, or by email at uacfrontdesk@byu.edu.

9.5 Multicultural Student Services

[Multicultural Student Services](#) is a unique team of multicultural specialists who value the total development of the multicultural student within the Aims of a BYU education. This office seeks to develop a BYU environment of "fellow citizenry" where multiculturalism can flourish.

9.6 Women's Services and Resources

The mission of the office of [Women's Services and Resources](#) is to "Facilitate the personal, academic, and spiritual success of women at BYU by empowering them through education and connecting them with resources to help them excel as individuals, build thriving families, and strengthen their communities."

9.7 Equitable Treatment Statement

Our department and clinic, services are provided on equitable basis without regard to gender, sexual orientation, age, race, creed, national origin, or disability. **ASHA Code of Ethics** may be viewed at the following URL: <http://www.asha.org/Code-of-Ethics/>

9.8 Academic and Career Support Services



Research and Writing Center

The [BYU Research & Writing Center](#) provides a supportive and resource-rich environment where trained consultants collaborate with students to increase awareness, abilities, and confidence in any part of the research and writing process.

BYU Tutoring

[BYU Tutoring](#) Services offers free volunteer peer-to-peer tutoring for classes taught at BYU. Tutors help reinforce concepts covered in class and assist students in developing essential learning skills. All tutors have achieved a B grade or higher in classes they tutor and

have been oriented on essential tutoring skills.

Career Services

[BYU Career Services](#) assists students with job seeking skills, resume reviews, mock interviews, and many other services that help students network with the professional community and launch their career.

9.9 Other Useful Information

Current Ecclesiastical Endorsement

A student's ecclesiastical endorsement must be current throughout their program. Note that if your graduation is delayed, an additional endorsement may need to be filed to remain current.

Faculty access and availability

Faculty are typically under contract for Fall and Winter Semesters and for Spring term. Faculty should advise their thesis students of longer (one week or more) planned absences. Students should consider faculty availability when developing their plan of study. Generally, the faculty are not readily available during Summer term.

Student mailboxes

Mailboxes are provided in room 150 TLRB. Do not leave valuables or any confidential material in these mailboxes, as the hall is open to the public. Please do not leave any documents, assessments or paperwork with your clients' names or private details in this room.

Lab access and TLRB access

If you are involved with faculty research or as a teaching assistant, and need access to that faculty member's lab space, the office manager (or the student secretaries in room 104) can submit your ID number to the University to let you use your Student ID card to open the outside entry clinic and lab doors. For access to the Taylor building outside of normal working hours, the secretary will send a request to the Comprehensive Clinic secretaries, so you can have access when the building is locked.

Student Organizations and Representation

NSSLHA, the National Student Speech Language Hearing Association, is the student branch of ASHA. National NSSLHA Membership typically includes on-line access to all ASHA journals as well as a discount on the cost of joining ASHA after graduation. National NSSLHA membership also allows a reduced price on registration for the annual ASHA national convention, access to a job placement service, etc. BYU has a local NSSLHA chapter.

You may also participate in the [BYU Graduate Student Society \(GSS\)](#), which unites and assists graduate students throughout the university, publishes a newsletter, and sponsors graduate student social events, student travel awards, and other workshops and speakers throughout the year. If there is interest, a student can be elected as the ComD representative to the GSS.

Graduate Student Input

The ComD department actively solicits graduate student input; such input is the primary function of the graduate student representative, who is elected by their peers during the Fall semester of the first year. Students may also make suggestions (orally or in writing, anonymously if desired) to the department chair or graduate coordinator. Each student is also asked for feedback and suggestions as part of the exit interview. Student suggestions are discussed in faculty meetings and will be implemented when they will improve the quality of the graduate program.

Grievances

Concerns or grievances may be general (i.e., changes needed in the curriculum, policies, etc.) pertaining to all students, or they may be specific to a student or exist between a student and faculty member. General concerns can be voiced to the graduate student representative (or the NSSLHA president), who may present the issue in ComD faculty meeting. Concerns can also be expressed to the clinic director, graduate coordinator, or the department chair.

For specific concerns, students are directed to follow the university [Grievance Policy](#). If you encounter sexual harassment or gender-based discrimination, please contact the department chair or contact the [Title IX office](#) which was created to provide assistance to those encountering instances of sexual harassment. Contact can be made through the [Title IX website](#), by calling their office at 801-422-8692, or at titleix@byu.edu. Students may also contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours); or contact the Honor Code Office directly at 801-422-2847.

Students may also contact the CAA, the accrediting affiliate of ASHA. The address of the CAA is: Council on Academic Accreditation, 2000 Research Boulevard #310, Rockville, Maryland 20850-3289, 1-800-498-2071.