

Hampton University

**Department of Communicative
Sciences and Disorders**

**Hampton University
Speech, Language, and
Hearing Clinic (HUSLHC)
Clinical Handbook
2024–2025**

Table of Contents

Clinic Contact Information and Key Personnel

Mission and Vision of HUSLHC

Clinical Program Overview

Undergraduate Clinical Practicum

Graduate Clinical Practicum

Clinical Education Structure and Expectations

Clinic Assignments

Procedures for Contacting Clients

Assessment and Intervention of Clients

Clinical Practicum: Sequence and Supervision

Assessment and Evaluation of Students

Grading for Clinical Practicum

Documentation of Clinical Clock Hours

Typhon

Clinical Placement Procedures

Externship Handbook

Clinical Experiences, Client Diversity, Client Care

The PEAKE Program

Social Skills Summer Camp

Ethical Standards and Professional Conduct

Statement from the Office of Compliance and Disability Services

Grievance Procedures for Undergraduate and Graduate Students

Standards for Oral and Written Communication

Documentation and EMR (WebPT)

WebPT

Client Records

Procedures for Observing Client Sessions

Procedures for Recording Client Sessions

Client Privacy, Confidentiality (HIPAA) and VALT

Infection Control and Universal Precautions

Clinic Orientation and other Requirements

- Clinic Orientation

- Clinic Check-Out Procedures

Student Attendance and Dress Code

Telepractice and Campus Procedures

- Policies and Procedures for Teletherapy

- Policies and Procedures for Off-Campus Screenings and Procedures

- Policies and Procedures for On-Campus Screenings and Events

Interprofessional Practice and Specialty Programs

Student Resources and Facilities

- Medical Simulation Lab

- Audiology & Speech Science Lab

- Early Intervention Lab

- Diagnostics & Treatment Lab (located in the Resource Room)

- Resource Room

- Graduate Lounge

- Harvey Library

- Student Writing Center

Policies on Diversity, Equity, and Inclusion

Appendix: Forms, Templates, and Supporting Documents

Clinic Contact Information and Key Personnel

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Mission and Vision of the School of Science and HUSLHC

School of Science Mission Statement

The mission statement of Hampton University School of Science is to provide quality and rigorous instructional programs, conduct discipline-specific research, engage in service and demonstrate leadership. An integral part of our mission is to educate our students based on our commitment to ethics in education and sustained excellence. With a collaborative team of interdisciplinary faculty members, we implement state-of-the-art pedagogy and innovative technologies to promote and cultivate students with competence, integrity, and compassion. Our graduates are well-prepared for professional, scientific and academic careers with applicable skills to compete for direct entry into the workforce and graduate and professional programs.

CSAD Mission Statement

The mission of the Department of Communicative Sciences and Disorders is to prepare undergraduate and graduate students to meet the needs of children and adults with communication and/or swallowing impairments in a changing multicultural society. In keeping with the mission of the School of Science and Technology, our program disseminates current state of the art knowledge of speech, language, swallowing and hearing disorders, provides clinical experiences, and offers undergraduate and graduate training in the specialization of speech-language pathology.

Vision

The vision of the School of Science is to be recognized nationally and internationally as a leader for academic and scientific excellence, creativity, and integrity, while preparing students to diversify the STEM workforce and contribute globally to society.

Program Overview

Hampton University Speech, Language and Hearing Clinic (HUSLHC)

The Hampton University Speech, Language and Hearing Clinic (HUSLHC), located on the second floor of the Science-Technology Building, serves as the central clinical training site for undergraduate and graduate students in the Communicative Sciences and Disorders Program. The clinic provides comprehensive diagnostic and therapeutic services to children and adults with speech, language, and hearing disorders.

The HUSLHC is equipped with:

- **Seven (7) therapy rooms** with closed-circuit cameras for remote observation and video recording
- **Audiology and Speech Science Laboratory - One IAC hearing test suite** with full audiological testing capabilities
- **A medical simulation lab**
- **An early intervention lab**

The clinic emphasizes evidence-based practice, ethical service delivery, and client-centered care. It serves as the primary setting for students' initial clinical experiences and supports the development of essential clinical competencies across the lifespan and disorder areas.

HUSLHC Placement Procedures

The **Clinical Director** and **Clinical Faculty** collaborate to determine student caseloads and assign all student clinician placements within HUSLHC and satellite sites. The first practicum experience for all undergraduate majors and graduate students, takes place at the HUSLHC or one of its supervised off-campus satellite sites. Clinical caseloads and placements are coordinated to ensure a range of experiences with diverse populations and settings.

- **Undergraduate placements** are typically assigned in the senior year. Undergraduate students are only assigned pediatric clients.
- **Graduate students** begin their training in the HUSLHC and progress to external placements as clinical competence is demonstrated.

Undergraduate Clinical Practicum

Undergraduate Clinical Practicum provides the opportunity for students to apply theory into practice by exposing them to clinical experiences with a variety of speech, language, and hearing disorders. The clinical training program at Hampton University, in coordination with the academic coursework, affords the undergraduate student the opportunity to acquire clinical experience as a precursor to graduate study.

Clinical Apprenticeship

During enrollment in **CDS 310** and **CDS 311**, generally during Junior year, undergraduate students are expected to participate in therapy observation and clinical apprenticeship.

- For CDS 310, students observe sessions and discuss cases from Simucase. Generally, Fall of Junior year.
- For CDS 311- students are assigned one client. They engage in supervised participation of the sessions to **observe and assist** the primary clinician during therapy. They are **not** allowed to provide direct treatment to the client at any time. Generally, Spring of Junior year.
- **Observation hours**, verified by faculty, are acquired during this time using the **Record of Clinical Observations form**.
- A **minimum of 25 observation hours** are required prior to enrollment CDS 425, in senior-level practicum.
- At the end of clinical apprenticeship, the student will receive a signed statement of verification placed in their academic file.

Preparation for **CDS 425** and **CDS 426**

Undergraduate students **must** have completed the following academic requirements:

- A. Obtained a “C” or **above** in the following major courses: **CDS 201, 224, 227, 228, 300, 301, 310, 311, 315, 316, 331 and 332**.
- B. **Passed the Junior Comprehensive Examination**. As a prerequisite for the examination, students must complete and pass with a “C” or above, the following major courses: **CDS 201, 224, 227, 228, 300, 301, 315, and 331**. The examination is given twice yearly, at the end of the spring semester of the junior year and at the beginning of the following academic year. Students failing the fall examination will be allowed to enroll in CDS 425, however they must attend a special laboratory section and pass the course with a C” or above to satisfy requirements for graduation. Satisfactory completion of the laboratory section requires **passing the Junior Comprehensive Examination**.

Clinical Practicum

Clinical practicum is required of all undergraduate students in Communicative Sciences and Disorders. The undergraduate major **must** obtain a minimum of **50 clock hours** of supervised clinical experience before graduation. These hours are completed while the student is enrolled in **CDS 425** and **CDS 426** for a total of 8 semester credit hours. Clinical hour requirements are not disorder specific at this level. The 50 clock hours of undergraduate practicum must be supervised directly by the department’s clinical faculty. If a **practicum course is failed**, (grade less than ‘C’ in CDS 425 or 426), **none** of the practicum hours accrued will be counted with **both** the **course** and **practicum experience repeated**.

Undergraduate Practicum Experience

- Students must be enrolled in **CDS 425 and CDS 426**
- They must complete a minimum of **50 clock hours** of supervised clinical experience to graduate.

- Practicum hours must be supervised by department clinical faculty.
- Clinical failure (grade below “C”) requires course and practicum repetition, and previously accrued hours will not be counted.

Graduate Clinical Practicum

The Graduate Clinical practicum is a structured, developmental training program designed to prepare students for independent clinical practice in speech-language pathology. Whether students enter with prior hands-on clinical experience or transition from programs without direct client contact, Hampton’s practicum model provides the necessary support to ensure competency, confidence, and professional readiness.

The Graduate Clinical practicum is closely aligned with academic coursework and supervised by ASHA-certified and state-licensed speech-language pathologists. The program progresses through defined levels of engagement, allowing students to apply academic knowledge in real-world settings while developing the clinical skills required for ASHA certification and licensure.

Graduate Clinical Practicum Requirements-

Clinical Observation:

Twenty-five hours of clinical observation must be earned before any graduate student can participate in clinical practicum. Observation hours may have been earned during undergraduate training. In this case, students are required to submit a signed, verifiable record of their observation hours. This record is kept in the student’s academic file.

For students who have not earned the minimum number of 25 observation hours, the department will provide students with the opportunity to earn these hours in the Department’s Speech-Language Hearing Clinic. To obtain the observation hours in the Department’s clinic, students should enroll in **CDS 310** - Clinical Observation or **CDS 311** – Clinical Apprenticeship. The instructor of **CDS 310 or 311** will record and verify the attainment of these observation hours using the Record of Clinical Observations form (CS-19). The form will be placed in the student’s academic file.

Clinical Practicum:

Graduate students must complete at least 400 clock hours of supervised clinical practicum to graduate. These **400 hours include 25 hours of observation and 375 hours of direct client contact**. Students may bring up to 25 hours of observation and 50 hours of direct client contact from their undergraduate training program to apply for the required 400 hours. Students must earn at least 325 hours of direct client contact while in the graduate program. One or more of the program’s full-time clinical instructors must supervise the first 50 of the required 325 clock hours.

The 375 clock hours must be distributed across (9) categories to meet the knowledge and skills required for clinical certification by the American Speech-Language-Hearing Association to be documented on the student’s clinical clock hour form. The nine categories include articulation,

voice and resonance, fluency, receptive and expressive language, hearing, swallowing, cognitive and social aspects of communication, and communication modalities.

Clinical Practicum Requirements

- Students must complete at least **400 supervised clinical hours**, which include:
 - **25 observation hours**
 - **375 direct contact hours**, with at least **325 hours earned during graduate training**
 - The first **50 graduate-level hours** must be supervised by a program clinical instructor

Clinical Education Structure and Expectations

The Hampton University Department of Communicative Sciences and Disorders Graduate Speech Pathology Program provides a progressive and supportive clinical education structure that aligns with the development of academic knowledge and clinical competence. Students engage in a sequence of clinical practica that offer both in-house and external opportunities, tailored to their individual progress and readiness.

Clinical education begins with foundational preparation through courses such as CDS 602: Introduction to Clinical Practicum and progressing through CDS 618: Advanced Clinical Practicum modules. In addition to the course work from CDS 602 and the CDS 618 modules, students' clinical education experiences include structured clinical bootcamps, CAP assessments (Clinical Academic Proficiency), and gradually increasing hands-on client care.

Graduate clinical training occurs in sequential phases:

- **CDS 602: Introduction to Clinical Practicum** – Foundational clinical coursework
- **CDS 618: Advanced Clinical Practicum Modules I**– Supervised hands-on training in HUSLHC
- **CDS 618: Advanced Clinical Practicum Modules II & III for External Practicum Placements** – Community-based hands-on externships in various settings such as medical, school, private practice and more.

Students begin clinical practicum in the Hampton University Speech, Language and Hearing Clinic (HUSLHC), where supervision is intensive and instructional. As students demonstrate increased academic knowledge and clinical skills, supervision is adjusted using a continuum of support to promote independence. The goal is to develop confident and competent clinicians who are prepared for professional practice.

The clinical education structure includes:

- Orientation to clinical policies, ethics, HIPAA compliance, infection control and more.
- Direct observation and guided practice in initial semesters.
- Individualized feedback and evaluation at midterm and end of each semester.
- Integration of ASHA's skill outcomes in evaluation, intervention, and professional conduct.
- Real-world clinical exposure across settings and populations.
- Assigned clinical instructors who mentor students toward clinical excellence.

Progression is documented using the Competency-Based Evaluation and Grading Scale (C-BEGS), with specific emphasis on:

- Case planning and goal writing
- Intervention execution
- Documentation and reporting
- Professionalism and interpersonal communication

Clinical assignments and expectations increase in complexity as students' progress through their levels:

- Level 1: Teaching Clinic (highly supported)
- Level 2: HUSLHC In-house clinic with increased independence
- Level 3: External practicum with guided support
- Level 4: Advanced externship with indirect supervision and case management responsibilities

Procedure for Clinical Assignments

Clinical assignments at the Hampton University Speech, Language and Hearing Clinic (HUSLHC) are determined collaboratively by the **Clinical Faculty** and the **Clinic Director**. Assignments are made with the dual goals of ensuring optimal client care and supporting student development across all levels of clinical training.

Initial Assignments - Teaching Clinic

- Students in the Teaching Clinic (pre-Module I) receive their first clinical assignments based primarily on **client needs**.
- During this stage, students receive **intensive supervision and training** to build foundational skills in assessment, treatment, documentation, and professional conduct.
- Assignments may involve clients with a variety of communication disorders to provide a broad introduction to clinical practice.

Assignments During Graduate Clinical Practicum (Module I and Beyond)

- Once students enter **Module I of CDS 618**, clinical assignments are based on:
 - **Student strengths** (as demonstrated in previous clinic performance and academic coursework)
 - **Areas identified for growth and improvement**
 - **Supervision needs** and the availability of supervisors with relevant expertise
 - **Student clinical interests** (as indicated in self-assessments or faculty advisement meetings)
 - **Client availability** and scheduling compatibility

Balancing Educational and Client Care Needs

- While student development is an important consideration, the **primary factor** in all clinical assignments is **continuity and quality of client care**.
- Assignments may be adjusted during the semester if changes are necessary to ensure appropriate client services or to address student performance concerns.

Communication of Assignments

- Clinical assignments are communicated **in person** by the Clinic Director at the start of each semester.
- Students are provided with **client initials and date of birth** for chart access in **WebPT**.

- Follow-up details, including session days and times, are sent via **secure email** prior to the first session.

Assignment Changes

- Changes to clinical assignments mid-semester require approval from the Clinic Director.
- Any changes will be documented in the student's clinical education record and discussed in a feedback meeting.

Procedure for Contacting Clients

In-Person Communication

- Clinicians are encouraged to speak directly with clients, caregivers, and family members **before and after each session** to establish rapport, provide updates, and address any immediate concerns.
- Conversations should be professional, respectful, and consistent with the client's treatment plan and goals.

Contact Outside of Scheduled Sessions

- If a student clinician needs to contact a client or family member outside of regularly scheduled session times, **prior approval from the clinical supervisor** is required.
- The student must provide:
 - The **reason** for the contact
 - The **preferred method** of communication (phone, email, or text)
- Students are **prohibited** from storing any client information on personal devices.

Email or Text Communication

- All written communication with clients or caregivers must include the **clinical supervisor** on the message.
- Only **secure, HIPAA-compliant** methods may be used to share client-related information.
- Students must ensure:
 - Messages are professional in tone and content
 - No protected health information (PHI) is disclosed outside of secure channels

Confidentiality and HIPAA Compliance

- At all times, communication must uphold **HIPAA regulations** and clinic policies on privacy and confidentiality.
- Students are responsible for safeguarding all client information and must immediately report any concerns or breaches to their clinical supervisor or the Clinic Director.

Procedure for Student Assessment and Intervention

The Hampton University Speech, Language and Hearing Clinic (HUSLHC) follows a structured, collaborative process for conducting assessments and delivering intervention services. These

procedures ensure quality client care, professional development for student clinicians, and compliance with program and professional standards.

Assessment Procedures

Initial Referrals (New Clients)

- **Assignment & Planning**
 - The Clinic Director assigns the client to a student clinician and clinical supervisor.
 - The student and supervisor meet to review the referral information and develop an assessment plan.
- **Scheduling**
 - The Clinic Director schedules the assessment date based on client and clinician availability.
- **Assessment Administration**
 - The student clinician administers the evaluation with direct supervision.
 - Upon completion, the student scores all protocols and drafts the diagnostic report.
- **Report Review & Finalization**
 - The student submits the draft diagnostic report to the clinical supervisor for review.
 - The supervisor returns the report with any required edits.
 - The student revises and resubmits the corrected report to the supervisor.
 - Once finalized, both the student and supervisor sign the report.
- **Client Notification & Enrollment**
 - Before report finalization, the supervisor may share preliminary findings with the Clinic Director to determine service eligibility.
 - The Clinic Director may enroll the client based on the supervisor's informed clinical opinion and client preference.
- **Timeline**
 - All diagnostic reports must be completed and finalized within **14 business days** of the evaluation date.

Assessments for Continuing Clients

- **Determination of Need**
 - The student clinician discusses the potential need for re-assessment with the clinical supervisor. Baseline data should be taken for returning clients.
- **Assessment & Documentation**
 - The student follows the same procedures as for new clients: administration, scoring, drafting, and revising the report.
- **Timeline**
 - Finalized reports must be submitted within **14 business days** of the evaluation date.

Intervention Procedures

Goal Development

- **New Clients**

- Goals are established based on the results of the initial assessment.
- **Returning Clients**
 - Goals are reviewed and updated using baseline data collected at the start of the semester.
 - Goals may be revised based on progress documented in the previous semester's end-of-semester report.

Service Scheduling

- All clients are scheduled for **two sessions per week** for the duration of the semester.
- **Session Length:**
 - Adult clients: **50–60 minutes**
 - Pediatric clients: **45 minutes**
- Services may be provided **in-person** or **Virtual** (Zoom).

Session Implementation

- Student clinicians implement therapy plans using evidence-based practices.
- Adjustments to goals or methods must be discussed with the clinical supervisor before implementation.
- Session notes must be completed promptly following each session, in compliance with documentation requirements.

Clinical Practicum: Sequence and Supervision

The clinical practicum sequence at Hampton University is carefully designed to support the progressive development of clinical knowledge, competence, and professional independence. Clinical practica are structured across multiple levels, beginning with closely supervised in-house experiences and expanding to include external placements across various settings and populations.

Sequence of Clinical Practicum

- **CDS 602: Introduction to Clinical Practicum** – This course introduces students to the foundational knowledge and expectations of clinical service delivery. Topics include ASHA Code of Ethics, clinical documentation, assessment principles, and professionalism.
- **CDS 618: Advanced Clinical Practicum (Modules I)** – Spanning two semesters, students build upon clinical knowledge with increasing responsibility. Each semester includes classroom instruction and in-clinic application at HUSLHC.
 - *Module I:* Emphasizes application of theory to clinical planning, documentation, and ethical practice.
- **CDS 618: Advanced Clinical Practicum (Modules II, III) Externship Placement:** Following successful completion of HUSLHC practica, students are placed in off-campus sites such as hospitals, schools, outpatient centers, private practices, and skilled nursing facilities. Students must reach Level 3 status, obtain a minimum of 100 clock hours, and meet academic prerequisites before placement.
 - *Module II:* Encourages student reflection and independent clinical decision-making.
 - *Module III:* Supports the transition from student to entry-level professional.

Supervision and Independence

Supervision is provided in alignment with ASHA guidelines and is tailored to each student's level of competence and experience. Clinical educators use a continuum of supervision, adjusting their involvement as students demonstrate growth.

- All students receive formal evaluations at midterm and final.
- Supervision begins as direct and intensive, with gradual reduction as students progress.
- Clinical educators use the Competency-Based Evaluation and Grading Scale (C-BEGS) to assess students' skill acquisition and readiness.

C-BEGS

The Hampton University Speech, Language and Hearing Clinic (HUSLHC) evaluates student clinicians using the **Competency-Based Evaluation and Grading Scale (C-BEGS)** to ensure the progressive development of clinical knowledge, skills, and professional behaviors. This process ensures that all students meet or exceed the standards required for successful completion of practicum, program requirements, and professional readiness.

Purpose of the C-BEGS

- To measure student performance in **evaluation, intervention, documentation, and interpersonal/professional skills**.
- To provide formative and summative feedback that guides student growth.
- To determine readiness for advancement to the next practicum level or externship placement.
- To document competency development in accordance with **ASHA Standards** and **CAA accreditation requirements**.

Evaluation Schedule

- **Midterm Evaluation:** Conducted at the halfway point of the semester to provide formative feedback and set improvement goals.
- **Final Evaluation:** Conducted at the end of the semester to determine final practicum grade and level advancement.
- Additional evaluations may be conducted at the discretion of the clinical supervisor if performance concerns arise.

Evaluation Process

Observation & Feedback

- Clinical supervisors observe sessions through direct, video, or remote methods.
- Supervisors provide ongoing verbal and/or written feedback during weekly supervisory meetings.

Competency Rating

- Students are rated on specific competencies in the following domains:
 - **Evaluation Skills** (e.g., case history, test administration, analysis, interpretation)
 - **Intervention Skills** (e.g., goal writing, therapy planning, implementation, progress measurement)
 - **Documentation & Administrative Skills** (e.g., SOAP notes, reports, record-keeping)
 - **Professional & Interpersonal Skills** (e.g., communication, collaboration, ethical behavior, cultural competence)
- Ratings reflect the student's practicum level and progression toward independent clinical practice.

Written Evaluation & Conference

- The supervisor completes the C-BEGS in **TYPHON** (graduate students) or on **paper forms** (undergraduate students).
- The supervisor and student review the evaluation together in a scheduled conference.
- The student is encouraged to ask questions, clarify expectations, and set personal improvement goals.

Signatures & Submission

- Supervisor signs the evaluation to acknowledge the review. There is a button to check if the supervisor has reviewed the evaluation with student prior to submission.
- The signed evaluation is submitted on TYPON.

Grading & Advancement

- The C-BEGS rating contributes to the **final practicum grade** in CDS practicum courses.
- Students must meet the **minimum performance level** for their practicum stage to advance to the next level.
- If a student receives a grade below **80%** (graduate students) or below **C** (undergraduate students), clock hours for that semester will not be counted toward certification or graduation.

Performance Concerns

- If performance deficiencies are identified at midterm:
 - The supervisor will document the concerns and develop a **Student Success Plan** with specific improvement strategies and timelines.
 - Progress will be monitored closely; failure to meet the plan's requirements may result in remediation, extension of practicum, or delayed advancement.

Documentation and Tracking

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) requires all student clinicians to maintain accurate, up-to-date records of clinical clock hours in accordance with **ASHA standards**.

Clinical clock hours must reflect **direct client contact** in evaluation or treatment of individuals presenting communication disorders. Time spent providing **information sharing, counseling, or training for home programs** to clients or caregivers may be counted as direct contact, provided it is directly related to evaluation or treatment.

The following **do not count** toward clock hours:

- Writing lesson plans
- Scoring tests
- Transcribing language samples
- Preparing treatment materials

Documenting Clinical Clock Hours (Undergraduate)

Undergraduate student clinicians are responsible for maintaining an accurate **daily record** of all clinical clock hours accrued during practicum.

Requirements

- Undergraduate students must earn a **minimum of 50 direct clock hours** during enrollment in **CDS 425** and **CDS 426** to be eligible for graduation.
- Hours must reflect **direct client contact** in evaluation or treatment with individuals presenting communication disorders.
- Direct contact may also include **information sharing, counseling, or home program training** with clients or caregivers, provided the activity is directly related to evaluation or treatment.
- The following activities **do not count** toward clock hours: lesson plan writing, scoring tests, transcribing language samples, and preparing materials.

Recording Process

1. Students record hours weekly using the **Weekly Record of Clinical Hours Form**.
2. The **clinical supervisor initials** the form during the weekly student-supervisor conference.
3. At the **end of the semester**, the student must:
 - Complete the **Cumulative Record of Clinical Experience**.
 - Submit the cumulative record along with the **Final Draft of Semester End Report(s)** to the clinical instructor(s) for signature.
4. **No student will be cleared for the semester** until all clock hour forms are submitted and signed.

Documenting Clinical Clock hours – Graduate clinicians

TYPHON is a secure, web-based system used by the Hampton University Department of Communicative Sciences and Disorders to record, manage, and verify graduate student clinical clock hours. This platform ensures accurate documentation of clinical experiences in compliance with **American Speech-Language-Hearing Association (ASHA)** certification standards and state licensure requirements.

Purpose and Benefits

TYPHON serves as an essential tool for:

- Recording **direct client contact hours**, observation hours, and prevention activities.
- Upload important documents such as immunizations and CPR records.
- Categorizing hours by **disorder type, age group, and service type** (evaluation or intervention).
- Tracking experiences across **diverse clinical populations and settings** to ensure breadth and depth of training.
- Providing **real-time access** for students, clinical supervisors, and the Clinic Director to monitor progress toward graduation and certification requirements.

Use in the Hampton University Program

- **Graduate students** enter their clinical hours into TYPHON on a **daily or weekly basis** to maintain accurate records.
- **Supervisors** review and electronically approve each entry to verify accuracy and compliance with supervision standards.

- Clinical hours are reviewed **mid-semester** and at the **end of each semester** to ensure students are on track to meet program and ASHA requirements.
- TYPHON is also used to record **competency ratings** via the Competency-Based Evaluation and Grading Scale (C-BEGS), allowing for consistent assessment of clinical skill development.

Professional Responsibility

Students are expected to:

- Keep their TYPHON entries **current and accurate**.
- Enter hours in the correct **categories and settings**.
- Use only **university-approved devices and secure internet connections** to access TYPHON.
- Submit all hours for supervisor approval **before the semester deadline**.

Failure to maintain accurate TYPHON records may result in **delays in clock hour verification**, which can impact graduation timelines, externship placement, or ASHA certification eligibility.

- Students track clinical hours via TYPHON (graduate students) or paper forms (undergraduate students).
- Clinical hours are categorized by age group, disorder type, and evaluation/treatment activities.
- Faculty verify and sign off on hours weekly and at the end of the semester.

Skill Outcomes Monitored Include:

- Conducting screenings and case history reviews
- Administering and interpreting assessments
- Planning and implementing interventions
- Modifying therapy based on client performance
- Documenting and reporting
- Collaborating with families and professionals

All clinical placements, whether in-house or external, support the development of these competencies to ensure students are prepared for professional entry into the field.

Clinical Placement Procedures and Site Agreements

The Department of Communicative Sciences and Disorders (CSAD) at Hampton University maintains a structured and student-centered process for clinical placement, ensuring that all external experiences meet educational and professional standards.

Student Role in Site Selection

Graduate students apply for externship placements during the second semester of their first year. The application process includes:

- Academic coursework completed and grades earned
- Clinical populations served during in-house practicums
- Identified clinical strengths and areas for further growth
- Settings of interest and career goals
- A current professional resume

Students are invited to express placement preferences and goals; however, final placement decisions are made by faculty in collaboration with the externship coordinator to ensure alignment with each student's clinical, academic, and professional needs.

Placement Procedures

Externship placements are determined through a collaborative faculty process that considers:

- Clinical strengths and areas for development
- Academic performance and professionalism
- Availability of qualified supervisors and clinical populations at each site
- Geographic and logistical feasibility
- Breadth of clinical exposure across the lifespan and disorder areas

The externship coordinator confirms placement availability with each site, discusses supervision capacity, and matches students accordingly. Prior to placement, students must meet academic and clinical prerequisites, including minimum clinical hour requirements and health and safety documentation.

Please see **Department of Communicative Sciences and Disorders Clinical Externship Handbook** for information regarding externship placements.

Clinical Experiences and Client Diversity

The Hampton University Department of Communicative Sciences and Disorders is committed to providing students with robust clinical experiences that prepare them to serve individuals from diverse cultural, linguistic, socioeconomic, and ability backgrounds. The program actively ensures that students gain experience with a wide variety of clients across the lifespan and with different types and severities of communication and swallowing disorders.

Diverse Clinical Populations

Students in the Hampton University Speech, Language and Hearing Clinic (HUSLHC) and affiliated externship sites work with clients from a broad range of backgrounds due to:

- The University's **location in the Hampton Roads region**, a diverse urban and suburban area with significant racial, ethnic, and socioeconomic variability.
- The presence of **several military bases**, resulting in a high population of **transient military families** and children from across the country and internationally.
- A strong **Native American community**, along with Caribbean, Hispanic/Latinx, African American, African, and Asian populations represented in the community and client base.
- A significant number of **international faculty and student families** at Hampton University seeking services through the campus clinic.
- Transplant populations and immigrant families from varied linguistic and cultural traditions.

This dynamic client pool allows students to gain practical experience in culturally responsive service delivery and increases their cultural competence as clinicians.

Opportunities Across the Lifespan

Students gain experience with clients across the lifespan, including:

- Early intervention (birth to 3 years)
- Preschool and school-aged children
- Adolescents and young adults
- Adults with acquired disorders
- Geriatric populations in medical, skilled nursing, and home health settings

Clients present with a wide range of disorders, including but not limited to:

- Articulation and phonological disorders
- Language delays and disorders
- Fluency disorders
- Voice and resonance disorders
- Cognitive-communication disorders
- Swallowing disorders (dysphagia)
- Augmentative and alternative communication (AAC) needs
- Accent and dialect modification

Clinical Site Selection and Diversity

Externship sites are selected in part based on their ability to provide diverse client experiences. The program ensures that each student:

- Completes placements in at least three distinct clinical settings
- Accrues clinical hours with clients from varied cultural and linguistic backgrounds
- Receives supervision from professionals experienced in serving diverse populations
- Has opportunities to serve clients with complex and unique communication needs

Integration of Cultural Competency in Clinical Education

Cultural and linguistic responsiveness is integrated into all levels of the clinical curriculum, including:

- Case selection and discussion in CDS 602 and CDS 618 and other academic courses
- Emphasis on personalized, culturally competent care during clinic orientation
- Clinical documentation that reflects awareness of client background, values, and communication preferences
- Use of interpreters and translated materials where appropriate
- Training in adapting assessments and interventions for multilingual clients
- Encouragement of reflective practice on biases and cultural humility

The program's commitment to diversity aligns with ASHA's emphasis on client-centered, equitable care and supports students in becoming competent professionals who can meet the communication needs of all individuals.

Peake Childhood Center Partnership

The Hampton University Department of Communicative Sciences and Disorders (CSAD) and the Hampton University Speech, Language, and Hearing Clinic (HUSLHC) maintain a long-standing partnership with **Peake Childhood Center (PCC)**, a nonprofit early childhood education center that has served the community since 1971. Formerly known as Downtown Hampton Child Development Center, Peake provides high-quality, affordable early childhood education to children from diverse backgrounds, including those from under-resourced and military families.

Peake Childhood Center is known for its inclusive and equity-driven learning environment, serving nearly 200 children ages six weeks to five years annually. It is the only early childhood center on the Peninsula offering a sliding-scale tuition model and accepts Virginia Department of Social Services and military childcare subsidies.

For over 20 years, Hampton University's CSAD program has supported Peake Childhood Center through the delivery of speech, language, and pragmatic/social communication services. This collaboration provides an invaluable practicum opportunity for graduate students while ensuring critical communication services are accessible to young children during their formative years.

Student Clinical Involvement at Peake Childhood Center

- Each semester, graduate student clinicians from HUSLHC provide **individual and group therapy sessions** to children enrolled at PCC.
- Services are conducted under the supervision of ASHA-certified and state-licensed speech-language pathologists.
- Prior to receiving services, **families must sign a formal consent form** allowing their child to participate in speech and language support through Hampton University.
- **Speech, language, and hearing screenings** are conducted at the beginning of each semester.
- Children identified with potential communication needs may receive:
 - **On-site therapy services** (provided 2x per week for 6–10 weeks per semester), or
 - **Referral for full evaluation** at the Hampton University Speech, Language, and Hearing Clinic (HUSLHC).

Benefits of the Partnership

- **For Peake Children and Families:** Access to high-quality, no-cost speech-language services that support school readiness and early communication development.
- **For Hampton Students:** Hands-on clinical training in an inclusive early childhood setting, developing skills in evaluation, treatment, and culturally responsive service delivery.
- **For the Community:** A continued investment in early intervention, educational equity, and interdisciplinary collaboration between higher education and community agencies.

This partnership represents Hampton University’s commitment to community engagement, clinical education, and ensuring equitable access to communication health services for all children.

HUSLHC Summer Program

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) hosts an annual **Social Skills Summer Camp** for children ages 3–14 years. The program is designed to foster the development of age-appropriate communication abilities, with a particular emphasis on **pragmatic and social interaction skills** essential for success in school and community environments.

Camp participants engage in **whole-group and small-group sessions** targeting social skill development, as well as individualized one-on-one sessions to address specific speech and language needs. Therapy and activities are tailored to each child’s developmental level and goals, ensuring both skill-building and meaningful engagement.

The camp operates four (4) days a week from **9:00 a.m. to 12:00 p.m.**, offering a variety of structured and play-based activities that promote comprehensive growth, including:

- **Gross and fine motor development**
- **Arts and crafts** for creative expression and fine motor skills
- **Vocabulary building** and language enrichment
- **Critical thinking and problem-solving**
- **Imaginative play** to foster creativity and flexibility

- **Sharing and turn-taking** to enhance peer interaction
- **Group collaboration** to encourage teamwork and communication
- **Exploration activities** for curiosity and engagement

Activities are conducted both **indoors and outdoors**, providing children with diverse learning environments. All sessions are led and supervised by ASHA-certified speech-language pathologists and trained graduate student clinicians, ensuring evidence-based strategies are implemented in a supportive and fun atmosphere.

Access for Families Outside the Academic Year

The HUSLHC Summer Program also serves as an important opportunity for families who are unable to attend clinic during the school year to participate in therapy and enrichment activities. For many children, the summer months mean a pause in school-based services; our camp ensures continued access to high-quality speech, language, and social communication intervention during this time.

Summer participation allows children to:

- Maintain and strengthen skills when school-based services are not in session
- Engage with **new and unfamiliar children** in a structured environment, building flexibility and adaptability
- Interact with families outside of their usual school or community settings, expanding their social network and experiences

By combining therapy with engaging activities, the Summer Program bridges the gap between school years, supports continuity of care, and provides a positive and inclusive environment for all participants.

Ethical Standards and Professional Conduct

Hampton University's Communicative Sciences and Disorders program maintains a strong ethical foundation rooted in the principles of integrity, professionalism, accountability, and client-centered care. Students and clinical faculty are expected to uphold the highest standards of ethical practice, as outlined by the American Speech-Language-Hearing Association (ASHA), federal and state regulations, and University policy.

Adherence to ASHA Code of Ethics

All students and clinical educators are expected to comply with the **ASHA Code of Ethics**, which is:

- **Posted** in the clinic lobby
- **Reviewed** during CDS 602 (Introduction to Clinical Practicum)
- **Discussed** during clinic and externship orientation
- **Referenced** in clinical coursework and supervision

Students are evaluated on their ethical conduct and professionalism through the Competency-Based Evaluation and Grading Scale (C-BEGS) at both midterm and final evaluations each semester.

Supervision and Ethical Oversight

Students work in close collaboration with licensed, ASHA-certified clinical educators who are responsible for ensuring:

- Ethical service delivery
- Maintenance of clinical standards and professional boundaries
- Documentation accuracy and compliance with HIPAA
- Evidence-based assessment and treatment planning

Supervisors provide direct feedback to students regarding ethical dilemmas, client interactions, and the application of ethical reasoning in clinical scenarios. Supervision levels are adjusted based on the student's clinical competence and the complexity of client needs to ensure ethical and safe service delivery.

Protection of Client Welfare

Client care is the program's top priority. The clinic uses several procedures to safeguard client welfare:

- **Clinical competency is monitored** continually. If a student demonstrates difficulty providing ethical, effective care, the client may be reassigned or services provided directly by faculty.

- **Regular case review meetings** are held between supervisors and students to ensure quality of care.
- Clinical instructors reserve the right to intervene at any time to maintain the safety, dignity, and therapeutic benefit of the client.

Ethical Clinical Decision-Making

Students are trained in ethical decision-making through:

- **Case-based learning activities** in CDS courses
- **Faculty mentorship and supervision** during practicum
- **Discussions on scope of practice, confidentiality, consent, and dual relationships**
- **Required readings and assignments** grounded in the ASHA Code of Ethics and state regulations

Supervisors model and expect behaviors that reflect:

- Respect for cultural and linguistic differences
- Appropriate professional boundaries
- Collaborative and client-centered care
- Commitment to lifelong learning and improvement

Regulatory Compliance and Documentation Standards

All clinical activities are conducted in accordance with federal and state regulations. The program uses **WebPT**, a secure electronic medical record (EMR) system, to maintain HIPAA-compliant client documentation. Additional safeguards include:

- Student training on documentation protocols and legal standards
- Strict policies prohibiting the removal of client data from clinic premises
- Secure storage of archived paper files in locked cabinets
- Password-protected access to clinical platforms and materials

CEU and Credential Maintenance for Faculty

All clinical educators:

- Maintain **current ASHA certification (CCC-SLP)**
- Hold **state licensure**
- Participate in **continuing education** in supervision, ethics, and clinical practice
- Stay informed on **evidence-based practices** and evolving clinical standards

This culture of professional growth and compliance ensures that students are mentored by clinicians who embody ethical leadership and model best practices.

Procedure and Standards for Oral and Written Communication

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) upholds the highest standards for oral and written communication, consistent with professional expectations in the field of speech-language pathology and in accordance with the American Speech-Language-Hearing Association (ASHA) guidelines. These standards apply to all communication produced or delivered by student clinicians in the course of their clinical training.

Written Communication Standards

- **Accuracy and Clarity:** All written work, including lesson plans, progress notes, diagnostic reports, treatment plans, and correspondence, must be accurate, clear, and free of spelling, grammar, and typographical errors.
- **Professional Tone:** Written materials must maintain a professional, objective, and respectful tone at all times.
- **Formatting:** Students must follow HUSLHC-approved templates for documentation (e.g., SOAP note, diagnostic reports, treatment plans).
- **Timeliness:** Written work must be submitted by the assigned due dates (e.g., diagnostic reports within 14 business days of the assessment).
- **Confidentiality:** All documents must comply with HIPAA regulations, ensuring client privacy by using client initials or ID numbers in electronic and physical communications, unless otherwise authorized.
- **Supervisor Review:** All written work must be reviewed and approved by the assigned clinical supervisor before it is finalized or shared with clients/families.

Oral Communication Standards

- **Professionalism:** All oral interactions with clients, caregivers, clinical faculty, and colleagues must be respectful, culturally responsive, and free from slang or inappropriate language.
- **Clarity and Precision:** Speech should be clear, concise, and appropriately paced for the listener's needs.
- **Interpersonal Skills:** Students should demonstrate active listening, maintain appropriate eye contact, and use professional body language.
- **Client Education:** Explanations to clients and caregivers should be accurate, free from jargon, and adapted to the listener's comprehension level.
- **Case Discussions:** When discussing clients in meetings or academic settings, students must maintain confidentiality and provide information in a professional, organized manner.

Documentation and EMR (WebPT)

Accurate and timely documentation is a critical component of clinical service delivery and a key responsibility of all student clinicians. At Hampton University Speech, Language, and Hearing Clinic (HUSLHC), students are trained in the use of **WebPT**, the clinic's secure Electronic Medical Record (EMR) system, for all client-related documentation.

Introduction to WebPT

WebPT is a HIPAA-compliant platform used to:

- Maintain client records
- Schedule sessions
- Document evaluation and treatment services
- Track student clinical clock hours and session notes
- Monitor client progress over time

Students are introduced to WebPT during **clinic orientation** at the beginning of each semester and receive guided instruction from clinical faculty on its use.

Documentation Policies

All students are required to:

- **Access and complete documentation** in WebPT for each session within 24–48 hours unless otherwise instructed
- **Securely log in** using password-protected university-issued devices or personal devices with required security measures
- Ensure that all documentation:
 - Accurately reflects clinical services provided
 - Uses professional language and format
 - Adheres to privacy and legal standards
 - Is approved by their assigned clinical supervisor

Students may only access WebPT while on campus or using secure remote protocols approved by the clinic.

Clinical Note Requirements

Each treatment or evaluation session must include:

- Date and duration of service
- Measurable objectives addressed
- Data collected on client performance
- Analysis and interpretation of client behavior
- Plan for next session
- Supervisor signature or approval (electronic)

Midterm and final progress reports are also completed and entered into WebPT using clinic-approved templates and reviewed with clinical faculty prior to submission to caregivers, schools, or other authorized parties.

Handling of Paper Documentation

While most documentation is completed electronically:

- Any hard copy documents (e.g., intake forms, informal assessments, parent reports) must be **scanned into WebPT** and then given to clinical supervisor to **file or shred**.
- No client documents are to leave the clinic site under any circumstance
- Paper records from previous years are securely stored in a locked file cabinet in the clinic office

Security and Confidentiality

To protect client confidentiality, students are instructed to:

- Never download, email, or print client records to personal devices
- Use only password-protected and encrypted devices for clinic access
- Log out of WebPT after every use
- Report any security or privacy breaches to clinical faculty immediately

HIPAA guidelines are reviewed at the beginning of each semester during orientation, and violations are subject to disciplinary action.

WebPT Support and Troubleshooting

Students encountering technical difficulties with WebPT should:

- Contact their clinical supervisor first for documentation-related issues
- Reach out to the clinic coordinator or when given permission, designated IT support for access or system issues
- Use designated clinic computers if personal devices are not functioning properly

Proper documentation practices help ensure continuity of care, legal compliance, and readiness for entry-level professional practice. Students are expected to demonstrate increasing independence and proficiency with WebPT as they progress through the program.

Client Privacy, Confidentiality (HIPAA) and VALT

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) is committed to ensuring the privacy and confidentiality of all clients in accordance with the **Health Insurance Portability and Accountability Act (HIPAA)**, ASHA's Code of Ethics, and University policies. All student clinicians are required to understand and strictly follow these standards throughout their clinical education.

HIPAA Compliance

Students receive training on HIPAA regulations during **clinic orientation at the beginning of each semester**. This training includes:

- Overview of HIPAA legislation and its implications for clinical practice
- Specific procedures for maintaining client confidentiality
- Clinic-specific policies regarding access to and handling of Protected Health Information (PHI)

HIPAA and confidentiality notices are also **posted in the clinic lobby** for visibility to clients, caregivers, and students.

Student Responsibilities

All students must:

- Complete HIPAA training and sign an agreement stating that they adhere to all clinic responsibilities prior to engaging in any clinical practicum
- Maintain **strict confidentiality** regarding all client information, including but not limited to:
 - Personal identifiers (name, address, date of birth, etc.)
 - Medical and educational records
 - Diagnostic or treatment information
- **Discuss client information only with assigned clinical instructors** or in instructional settings as permitted by policy
- Never share client information via email, unsecured digital platforms, or social media
- Never remove client records or notes from the clinic unless under approved, secure, and monitored conditions

Handling Client Records

Client records are stored in **WebPT**, a secure and HIPAA-compliant electronic medical record system. Historical paper records are stored in **locked file cabinets** within the clinic and may only be accessed by authorized personnel.

All hard copy documents (e.g., intake forms, assessment protocols) must be:

- Used within the clinic
- Scanned into the EMR if necessary
- **Shredded immediately after use** using the designated secure shred bins

Students are **not permitted** to take client files home under any circumstances.

Secure Technology Use

Students are expected to:

- Use **password-protected devices** to access WebPT and other clinic systems
- Log off systems after use
- Avoid storing or downloading any PHI on personal devices
- Immediately report any suspected security breaches to clinic faculty or administration

Ethical Obligations

In addition to HIPAA requirements, students are expected to uphold:

- **ASHA's Code of Ethics** regarding privacy, professionalism, and responsible use of client information
- Ethical behavior in all written, verbal, and digital communications regarding clients

Violations of HIPAA or ethical conduct policies will result in disciplinary actions, which may include removal from clinical assignments or dismissal from the program.

Procedures for Observing Client Sessions

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) uses the **VALT camera system** to facilitate secure observation of in-person therapy sessions. All observation activities must maintain compliance with HIPAA regulations and the ASHA Code of Ethics.

Scheduling and Authorization

- Observation access is coordinated by the Clinic Director and clinical faculty.
- All student and family observations require prior consent from the client/caregiver and Clinic Director and/or clinical faculty.
- Observers must be assigned to a specific session and receive authorization before viewing.

Accessing VALT for Observation

- All observations must occur using **University Wi-Fi** and within the vicinity of HUSLHC.
- The Clinical Supervisor or Clinic Director will provide an approved VALT access link for the designated session.

- Students and families must log in using specific link and instructions; unauthorized access is prohibited.

Observation Location and Privacy Requirements

- Students must observe from a **private location** where no unauthorized individuals can view or overhear the session.
- If observing in a shared space, headphones must be used and the screen positioned so that the session video is not visible to others.
- Observers may not record or screenshot any portion of the session.

Professional Conduct During Observation

- Observers should take notes for learning or feedback purposes, maintaining confidentiality at all times.
- HIPAA compliance is mandatory; client names and identifiable details must not be shared outside of the clinical education context.
- Observers may not interrupt or interfere with the ongoing session.

Procedures for Recording Client Sessions

All in-person therapy sessions at HUSLHC are recorded via the **VALT camera system** for supervisory, training, and feedback purposes. Recordings are stored securely and used exclusively for clinical education and quality assurance.

Session Setup

- Prior to the start of the semester, the Clinic Director and clinical faculty assign clients and set up all sessions within the VALT system.
- VALT recording permissions are configured in accordance with client consent and clinic policy.

Recording Protocol

- VALT recordings are started **at the beginning of each session** and continue until the session is completed.
- Clinical faculty may add **time-stamped notes and feedback** directly within the VALT recording for student clinician review.
- Students may access and review their session recordings after the session concludes to support self-reflection and skill development.

Access and Review of Recordings

- Recordings are stored securely in the VALT system and are accessible only to authorized clinical supervisors, the Clinic Director, and assigned student clinicians.
- Students may review recordings on University devices or secure personal devices while on University Wi-Fi in HUSLHC.

- All reviews must be conducted in a private location, ensuring that no unauthorized persons can view or overhear the session content.

Confidentiality and HIPAA Compliance

- Students must never download, copy, or share recordings outside of the VALT system.
- Session recordings are to be used solely for educational and clinical supervision purposes.
- Any breach of confidentiality will result in disciplinary action per University and clinic policies.

Infection Control and Universal Precautions

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) is committed to protecting the health and safety of clients, students, faculty, and staff. All clinic personnel must follow policies based on **Universal Precautions** and **infection control protocols** to prevent the spread of infectious diseases.

Universal Precautions Policy

Universal Precautions are standard procedures that assume **all bodily fluids may carry infectious agents**. These precautions are **required for all students and faculty** providing services through HUSLHC and are reviewed in detail during **clinic orientation each semester**.

All students and staff are expected to:

- Treat all blood and bodily fluids as potentially infectious
- **Wash hands thoroughly** with soap and water after each client contact; hand sanitizer may be used when appropriate (should contain ~70% alcohol)
- **Wear gloves** when exposure to body fluids is possible, including contact with saliva during oral-motor exams or swallowing assessments
- Properly **dispose of gloves** after each use and wash hands immediately
- **Disinfect all surfaces** and materials used during therapy sessions with sanitizing wipes or a 1:10 bleach solution (especially after exposure to saliva or visibly soiled items)
- **Clean and sanitize** earphones, toys, and shared materials between clients
- **Cover cuts or open wounds** with bandages at all times when in the clinical setting
- **Double-bag and securely tie** any contaminated materials (e.g., diapers, tissues) prior to disposal
- **Report and clean** all spills or accidents involving body fluids using the clinic's approved disinfectant procedures

Failure to comply with Universal Precautions may result in loss of clinical privileges.

Clinic Etiquette & Cleanliness

All students are responsible for helping maintain a clean and safe clinic environment. Expectations include:

- **Sanitizing therapy spaces** after each session (tables, chairs, doorknobs)
- **Returning all borrowed materials** to the Resource Room after each session
- **Sweeping or cleaning the floors** if visibly soiled
- Reporting any facility issues (e.g., spills, maintenance concerns) to clinic staff immediately
- Being a respectful "ambassador" of the clinic by helping maintain a professional and hygienic shared workspace

Supplies such as gloves, disinfectant wipes, and cleaning tools are provided and must be used routinely and appropriately.

Training & Compliance

Students will receive formal training in:

- Universal Precautions
- HIPAA regulations
- ASHA Code of Ethics
- Emergency response and safety protocols

These trainings are mandatory and documented. Refusal to comply with infection control policies may result in removal from clinical assignments and further disciplinary action.

Clinic Orientation Requirements

All students participating in clinical practicum through the Hampton University Speech, Language, and Hearing Clinic (HUSLHC) are **required to attend Clinic Orientation** at the start of each semester. Orientation is designed to prepare students for safe, ethical, and effective clinical service delivery and to ensure compliance with university, departmental, and regulatory policies.

Orientation Objectives

The orientation program equips students with essential information and training in the following areas:

- Overview of HUSLHC mission and expectations
- Introduction to clinical staff, key personnel, and contact procedures
- Review of **HIPAA** regulations and expectations for client privacy
- Training on **Universal Precautions** and infection control procedures
- Familiarization with **clinical documentation systems**, including WebPT, TYPHON
- Guidance on **client interaction, scheduling, and communication**
- Overview of clinic **dress code, attendance policies**, and professional behavior expectations
- Review of **emergency procedures**, health and safety guidelines, and reporting protocols
- Review of the **ASHA Code of Ethics** and relevant state and federal laws
- Discussion of clinical expectations, including lesson planning, goal writing, and supervisor communication
- Explanation of **clinic check-out procedures**, assignment of therapy spaces, and material checkout process
- Clinical supervision structure and student responsibilities

Orientation Components

Each semester, the orientation may include:

- Live presentations from clinical faculty, support staff and affiliated companies.
- Written materials and policy handouts
- Case-based scenarios and small group discussions
- Hands-on walkthroughs of clinic procedures
- Technology training on platforms such as WebPT and Typhon
- Completion of required training modules and quizzes

Required Documentation and Compliance

Students must complete and submit the following during or immediately following orientation:

- Signed **Handbook acknowledgment agreement**
- Proof of immunizations, TB test, and CPR certification (for students participating in external placements)

- Acknowledgment of receipt of the clinic handbook and policies
- Emergency contact form and health disclosures (as applicable)
- Agreement to comply with HUSLHC policies and the ASHA Code of Ethics and all aspects of clinical handbook.

Failure to attend or complete clinic orientation will result in **ineligibility for client assignment** and may delay clinical progression.

Student Attendance and Dress Code

Attendance Policy

Student clinicians are expected to attend all scheduled therapy sessions, meetings, and clinical responsibilities. Absences may affect both clinical clock hours and practicum grades.

Attendance Responsibilities:

1. **Planned Absences:**
 - Contact your assigned **clinical instructor** first to request approval.
 - After receiving approval, inform the **client(s)** and **reschedule** the missed session.
 - Notify the **Clinic Director** in writing of any scheduling changes.
2. **Unplanned Absences (e.g., illness):**
 - Notify your **clinical instructor** or **supervisor** immediately via phone or text.
 - If the clinical instructor cannot be reached, leave a message with the **Clinic Director** at (757) 727-5432.
 - Also notify the **client** if therapy must be canceled.
 - Submit a **doctor's note** or official documentation for any illness-related absence.
3. **All absences (excused or unexcused)** must be made up before the semester ends.
 - **Excused absences** include documented illnesses and family emergencies.
 - **Unexcused absences** (e.g., car trouble, personal appointments) may result in grade penalties.
 - More than 10% unexcused absences without makeup will **lower the practicum grade**.

No "Incomplete" grades (I) will be issued for clinical practicum.

Dress Code Policy

All student clinicians must maintain a professional appearance at all times while participating in clinical practicum. Professional attire promotes respect, trust, and ensures safety during client interactions.

General Requirements for All Clinicians:

- No jeans, shorts, tank tops, T-shirts with writing/pictures, or casual clothing.
- All clothing must cover shoulders and midriffs.
- **Closed-toe shoes** only - comfortable, safe, and professional. Without loud colors or excessive writing.
- **Tattoos and body piercings** must be covered or removed, as appropriate.
- Hair, nails, and grooming must be clean and professional.
 - **Fingernails** should be no longer than ½ inch. No 3D nail designs are allowed.
- **Cultural headwear** is allowed if part of religious or cultural identity.

Undergraduate Students:

- Expected to wear **blue clinical coats** over professional attire.
- Polo shirts (white, blue, gray, or black) may be worn underneath the coat. Hampton T-shirts and Sweatshirts are permitted if worn in a professional manner.
- Grey, khaki, navy/royal blue, or black slacks are permitted.
- Black, navy/royal blue, grey scrub pants are permitted.

Graduate Students:

- Must wear a **Hampton University logo polo shirt or sweatshirt** and a visible name badge.
 - One polo and one name badge are included in clinical fees.
 - Additional logo polos can be purchased.
- Acceptable polo shirt colors: white, black, gray, or blue.
- Hampton University t-shirts are permitted if worn in a professional manner.
- Pants or Scrub bottoms: Grey, khaki, navy/royal blue, or black.
- Scrub tops are permitted: Grey, khaki, navy/royal blue or black

Non-Compliance:

- **First Offense:** Verbal warning.
- **Second Offense:** Written warning.
- **Third Offense:** Loss of client for the semester and clinical failure possible.

Telepractice and Out-of-Clinic Event Procedures

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) offers tele-practice services to expand access to care and ensure continuity of treatment for clients who may benefit from remote service delivery.

Assignment and Scheduling:

- All tele-practice clients are assigned by the **Clinical Director**.
- Sessions are conducted via **Zoom**, the designated HIPAA-compliant platform for telehealth services.
- Student clinicians receive a Zoom link, session schedule, and client details at the start of the semester.
- Session length is based on client age:
 - **Adults:** 50-minute sessions
 - **Children:** 45-minute sessions

Student Expectations:

- Clinicians must log into Zoom at least **10 minutes before** the scheduled session start time to prepare materials, verify connectivity, and greet the client or caregiver.
- Clinicians must maintain a **professional appearance and background** during virtual sessions, including appropriate attire and a distraction-free environment.

Technical Support and Troubleshooting:

- If a client or family is unable to connect or experiences technical issues:
 - The student clinician and **clinical supervisor** will assist in **real-time troubleshooting** to resolve the issue.
 - Alternatives such as phone consultation or email instructions may be offered temporarily, depending on the circumstances.

Rescheduling and Connectivity Concerns:

- If a family has **limited or unreliable internet access**, the session may be:
 - **Cancelled**, with documentation and notification to the supervisor and Clinical Director
 - **Rescheduled** if availability allows and agreed upon by the **student clinician and supervisor**
- All rescheduled sessions must occur within the semester's clinical calendar and be logged appropriately.

Community and Campus Event Procedures

Participation in community and campus events is an essential component of clinical training and professional development. These events allow students to gain valuable experience in outreach, education, and interdisciplinary collaboration.

Professional Expectations:

- Students are expected to uphold the **same professional standards** as in the HUSLHC, including:
 - Following the **clinic dress code**
 - Arriving **on time**
 - Engaging with the public in a **socially appropriate and professional** manner
 - Maintaining professional **language and behavior**
 - **Limiting phone or device use** to clinic-related purposes only

Engagement and Collaboration:

- Students should be prepared to interact with unfamiliar individuals, including community members, professionals, and representatives from other disciplines.
- Active participation and collaboration are expected throughout the duration of the event.

Communication and Supervision:

- If students have questions or concerns during the event, they should speak directly with the **clinical director** or **clinical supervisor** in attendance.
- In the case of an emergency requiring early departure, the clinical faculty present must be **notified prior to leaving**.
- For non-emergency early departure, a **written request** must be submitted to the clinical director or attending clinical supervisor **before the event date**.

Identification and Representation:

- Students should wear **assigned badges** or name tags for the **entire duration** of the event.
- Students represent the program and university and are expected to model the values and professionalism of Hampton University.

Examples of Community and Campus Events:

- **Community Screenings:** Hearing screenings at local private schools
- **Public Engagement:** Community health fairs, recruitment events, and Trunk or Treat collaborations with local schools
- **Interprofessional Events (IPE/IPPE):** Campus-based collaborations such as Senior Wellness Day with other healthcare and education departments

Interprofessional Practice

Interprofessional Education (IPE) and Interprofessional Practice Experiences (IPPE)

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) is committed to promoting collaborative, team-based care through **interprofessional education (IPE)** and **interprofessional practice experiences (IPPE)**. These experiences prepare students to effectively collaborate with other healthcare, education, and allied health professionals to provide comprehensive, client-centered care.

IPE/IPPE Opportunities Include:

- **Senior Wellness Day:** A campus-wide event where students collaborate with nursing, physical therapy, occupational therapy, and other departments to provide screenings and educational resources to the community.
- **Shared clinical simulations:** Interdisciplinary case-based learning in the Medical Simulation Lab involving joint treatment planning and communication exercises.
- **Collaborative workshops and panels:** Featuring faculty and professionals from various disciplines to support interprofessional communication and case management skills.

Student Expectations:

- Maintain professionalism and uphold ASHA's Code of Ethics
- Practice respectful, culturally responsive communication with other disciplines
- Contribute clinical insights and actively listen to team members
- Document interprofessional activities as part of clinical reflection and learning objectives

These interprofessional experiences are aligned with the program's goal to foster holistic, integrative service delivery and prepare students for modern team-based healthcare

Student Resources and Facilities

The Hampton University Speech, Language, and Hearing Clinic (HUSLHC) and the Department of Communicative Sciences and Disorders provide a variety of specialized facilities, equipment, and resources to support student learning, clinical training, and professional development. Students are expected to utilize these resources in accordance with University and clinic policies to enhance their academic and clinical skills.

Medical Simulation Lab

The Medical Simulation Lab offers students hands-on training with clinical and medical equipment in a controlled environment. The lab is equipped with high-fidelity mannequins, simulation technology, and practice tools that allow students to develop competencies in areas such as swallowing assessment, vital sign monitoring, and medical equipment handling. The lab supports interdisciplinary training and fosters readiness for medical and healthcare-based clinical placements.

Audiology & Speech Science Lab

The Audiology & Speech Science Lab is a fully equipped space for the assessment and study of speech production, voice, hearing, and acoustics. Students gain experience with diagnostic audiology equipment, speech analysis software, and instrumentation used in both research and clinical contexts. The lab supports instruction in hearing screenings, audiometry, tympanometry, and speech/voice measurement.

Early Intervention Lab

The Early Intervention Lab is designed to prepare students for work with infants, toddlers, and preschool-age children. The lab is equipped with assessment tools, intervention materials, and observation spaces tailored to early childhood needs. Students learn evidence-based strategies for language development, play-based therapy, and family-centered services.

Diagnostics & Treatment Lab (Located in the Resource Room)

The Diagnostics & Treatment Lab provides materials and space for preparing, administering, and scoring speech, language, and swallowing evaluations. Students have access to a wide range of standardized and non-standardized tests, therapy tools, and instructional guides. The lab is intended to support both assessment planning and ongoing intervention activities.

Resource Room

The Resource Room houses therapy materials, assessment kits, clinical forms, and teaching aids for student use. Students are encouraged to borrow materials for therapy sessions, lesson planning, and case study preparation. It is equipped with computers, printers for use when lesson planning. Resource Room usage is subject to checkout procedures and return policies established by the Clinic Director and staff.

Graduate Lounge

The Graduate Lounge provides a dedicated space for graduate students to meet, study, and collaborate. The lounge serves as a professional workspace for preparing lesson plans, completing documentation, and engaging in peer consultation.

Harvey Library

The Harvey Library offers access to a vast collection of books, journals, and digital resources, including databases relevant to speech-language pathology and audiology. Students may also reserve study rooms, access interlibrary loan services, and receive research assistance from librarians.

Student Writing Center

The Student Writing Center provides individualized support for academic and professional writing. Services include one-on-one writing consultations, editing guidance, and assistance with APA formatting. Students are encouraged to use the Writing Center when preparing diagnostic reports, research papers, and other professional documents to ensure clarity, accuracy, and adherence to professional standards.

Policies on Diversity, Equity, and Inclusion

At the Hampton University Speech, Language, and Hearing Clinic (HUSLHC), diversity, equity, and inclusion (DEI) are foundational principles that guide clinical education, service delivery, and professional conduct. The clinic is committed to fostering an environment where students, faculty, staff, and clients of all backgrounds are respected, valued, and supported.

Commitment to Cultural and Linguistic Competence

HUSLHC recognizes the importance of preparing speech-language pathology students to provide competent, ethical, and culturally responsive services. The clinic upholds the following values:

- **Respect for Cultural and Linguistic Diversity:** Clinical training includes discussions and case studies focused on diverse cultural norms, communication styles, and dialects.
- **Client-Centered Services:** Services are individualized to reflect clients' cultural, linguistic, and personal preferences.
- **Linguistic Sensitivity:** Clinicians are trained to distinguish language differences from disorders and to use culturally appropriate assessments and interventions.

Inclusive Clinical Training

Students are exposed to a wide range of populations across age, race, ethnicity, socioeconomic background, gender identity, ability, and communication modalities. Clinical assignments are selected to ensure breadth and depth of experience, including:

- Bilingual or multilingual clients
- Clients from historically marginalized communities
- Individuals with varying abilities, neurodiversity, and learning differences
- Clients from diverse religious or cultural traditions

Students are encouraged to approach every clinical interaction with cultural humility, openness, and professionalism.

DEI Education and Resources

- DEI principles are incorporated into the **CDS 602 Introduction to Clinical Practicum** and **CDS 618 Advanced Clinical Practicum** courses.
- Clinic orientation includes training on **cultural competence, bias awareness, and ethical care.**
- Resources on inclusive clinical practices, cultural competence, and minority health disparities are provided in the clinic's shared folders and learning platforms.

Non-Discrimination Statement

HUSLHC adheres to Hampton University's non-discrimination policies and is firmly committed to providing equal opportunity for all individuals regardless of race, color, religion, national origin, gender, gender identity, sexual orientation, age, disability, or veteran status.

Student Responsibilities

Students are expected to:

- Demonstrate inclusive behaviors in all clinical and academic settings
- Engage in respectful dialogue and collaboration
- Acknowledge and reflect on their own cultural perspectives and potential biases
- Provide services that are equitable, nonjudgmental, and culturally informed

Students who violate DEI expectations may be subject to remediation or disciplinary action in accordance with university and clinic policies.

Appendix: Forms, Templates, and Supporting Documents

- Clinic Orientation Checklist
- HIPAA Training Verification Form
- Universal Precautions Guidelines
- Lesson Plan Template- On Canvas site
- Midterm and Final Evaluation Rubrics on TYPHON
- SOAP Note and Documentation Templates- on HUSLHC Canvas Site
- ASHA Code of Ethics (Copy)
- Emergency Procedures and Safety Protocols
- Client Intake and Consent Forms- On Canvas Site and WebPT
- Clinical Hours Tracking Sheet- On Canvas Site
- Clinic Resource Room Guidelines

