



SPEECH-LANGUAGE PATHOLOGY

PRACTICUM HANDBOOK

**DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS**

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SECTION I

OVERALL PRACTICUM REQUIREMENTS

Clinical practicum is provided for graduate students in the University of Cincinnati Speech, Language, Hearing Clinic as well as in cooperating outside agencies. Graduate students gain experience with children and adults with a range of communication disorders in a variety of clinical settings.

Observation Hours

ASHA requires that students obtain 25 hours of observation with children and adults with disorders of speech, language or hearing. This experience can either be observing diagnostic evaluations or treatment and must be supervised by a person holding the Certificate of Clinical Competence (CCC) in that area.

Clinical Clock Hours

Each student must obtain a minimum of 400 clock hours of evaluation/treatment experience (this includes 25 observation hours) by the time the Masters degree is completed. This experience must be with a variety of disorders with a minimum of 50 hours in at least 3 different clinical sites. ASHA requires that students meet basic skill competencies in evaluation and treatment with children and adult across the scope of practice. The Department of Communication Sciences and Disorders has set the following minimum requirements in assessment and treatment.

SPEECH-LANGUAGE PATHOLOGY MAJORS

EVALUATION: 40 hours

Language Disorders–20

Adults - 10

Children - 10

Speech Disorders/Dysphagia–20

Adults - 10

Children - 10

TREATMENT: 80 hours

Language Disorders–40

Adults - 20

Children - 20

Speech Disorders/Dysphagia–40

Adults - 20

Children - 20

Speech Disorders include Voice, Articulation, and Fluency

AUDIOLOGY: 10 hours

The more clinical hours obtained with a variety of clients, the better prepared the student will be to meet the challenge of working in this professional field.

Students will need to achieve competency in all Big Nine Disorder areas: Articulation, Language, Hearing, Fluency, Voice, Swallowing, Cognition, Social and Communication Modalities.

Clinical Certification Board Interpretations on Clinical Practicum

1. Persons holding CCC in Speech-Language Pathology may supervise:
 - All speech-language pathology evaluation and treatment services;
 - Non-diagnostic audiological screening (i.e., pure tone air-conduction screening and threshold testing, screening tympanometry, and acoustic reflex testing) for the purpose of performing a speech and/or language evaluation or for the purpose of initial identification of individuals with other communicative disorders;
 - Aural habilitative and rehabilitative services.
2. Persons holding CCC in Audiology may supervise:
 - Audiological evaluation;
 - Amplification (hearing aid selection and management);
 - Aural habilitative and rehabilitative services;
 - Speech and/or language screening for the purpose of initial identification of individuals with other communicative disorders.
3. Only direct client contact time may be counted as clinical practicum hours. Time spent in writing lesson plans, scoring tests, transcribing language samples, preparing activities, and writing reports may not be counted.
4. Hours to be counted in the “evaluation” category include the initial and formal diagnostic assessment re-evaluation (another formal assessment). Periodic assessments during treatment are to be considered “treatment.”
5. Time spent with either the client or a family member engaging in information seeking, information giving, counseling, training for a home program, Individual Education Program (IEP) meeting, Family Service Plan meeting, Family Care conference or Habilitation Plan meeting may be counted as clinical clock hours (provided the activity is directly related to evaluation and treatment).
6. Time spent in a multi-disciplinary staffing, educational appraisal and review or in meetings with professional persons regarding diagnosis and treatment of a given client may not be counted if the client or family member is not participating. Conference time with clinical supervisors may not be counted.

7. If a client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each. For example, if a client with both language and articulation problems received twenty hours of treatment and approximately 3/4 of each treatment session was spent on language and 1/4 was spent on articulation, the clinician should record credit for 15 hours of language treatment and 5 hours of articulation treatment.
8. Students enrolled in practicum will need to achieve competency levels of 4 by the end of their second year of graduate study in the nine areas of disorder types reflected on the Student Performance Evaluation. These are: Articulation, Language, Voice, Swallowing, Hearing, Social, Cognitive, Fluency and Communication Modalities.

If a supervisor feels that, at any time, a student is not achieving independence in the clinical setting, she or he will contact the University liaison who will meet with the supervisor and student to develop an Action/Remedial plan. All will agree to the plan and its consequences and sign the form.

If a student has not met competencies at a practicum site, they will be placed on practicum probation for the following semester which requires successful fulfillment of the remediation/action plan. If a student receives an action plan at two sites and is not successful in gaining the needed competencies, practicum will be terminated.

SECTION II

POLICIES AND PROCEDURES

IT IS THE RESPONSIBILITY OF THE STUDENT CLINICIAN TO BECOME FAMILIAR WITH AND FOLLOW THE POLICIES AND PROCEDURES IN THIS HANDBOOK. Any deviations from these established guidelines must be discussed with and approved by the practicum coordinator and the site supervisor.

Essential Requirements

Students will read and sign that they understand the Essential Requirements document that describes “essential qualities and abilities that are considered necessary for a student’s success in academic/practicum programs.”

Physical Examination/Immunization

A physical examination and proof of immunization for measles, mumps, rubella, and 3-step series and titer of hepatitis B is required of each student clinician. A yearly two-step Mantoux tuberculin test is required. Basic HIPAA (Health Insurance Portability and Accountability Act) Training is required for all students and can be obtained through the University. Yearly participation is mandatory for blood borne pathogens training. Some training sites may require drug screening, CPR training, fingerprinting and criminal background checks.

Ethical Responsibility

Information regarding clients must be held in the strictest confidence. Clients are not to be discussed with other persons outside clinic locations. Do not talk about clients in the waiting room, hallways, or anywhere else. Individuals not entitled to the information might overhear your conversation. Individuals not entitled to the information might overhear your conversation. Any violations of confidentiality will be directed to the practicum coordinator.

All student clinicians are expected to perform according to the standards, practices, and guidelines established by ASHA as described in the Code of Ethics. A copy of this Code of Ethics is provided in Appendix D of this handbook. Students are advised to become familiar with this document.

Professional Expectations

The Speech, Language and Hearing Clinic provides screening, diagnostic evaluations, and a full range of therapy services to children and adults with communication disorders. In addition, hearing-related therapy and assistive listening devices may be obtained through the Clinic. These services are provided by graduate students in Speech-Language Pathology and/or Audiology.

All students participating in clinical activities are expected to present a professional appearance. Style of dress and jewelry should reflect the role of a professional. Blue jeans, shorts, low cut tops, and gym shoes are not considered appropriate dress. The clinic dress code remains the same for all seasons of the year. Students will be given a handout with more specific information about professional dress and conduct.

Promptness is a professional courtesy all student clinicians must extend to clients. Clinicians should arrive in the clinic with enough time before their scheduled appointments to check equipment, set up therapy rooms, and speak with their supervisors, etc. in order to enable them to see their clients promptly at the scheduled time.

Confidentiality

Information regarding clients must be held in the strictest confidence. Cases may be discussed with the supervisor, faculty, other professionals, and other student clinicians in the clinic area; however, clients are not to be discussed with others outside these locations. Do not talk about clients in the waiting room, hallways, or anywhere else; individuals not entitled to the information might overhear your conversation. The Speech-Language-Hearing Clinic follows the privacy rules set by HIPAA (Health Insurance Portability and Accountability Act). All students will be required to take the University of Cincinnati on-line HIPAA training course and sign a confidentiality statement at the beginning of their academic program to enforce this responsibility. There are consequences for violating confidentiality practices.

Code of Ethics

All student clinicians are expected to perform according to the standards, practices, and guidelines established by ASHA as described in the Code of Ethics. A copy of the current ASHA Code of Ethics can be found at the end of this handbook. Students are advised to become familiar with this document.

There may be opportunities for you to babysit or help families who have children with disabilities. We value this experience; however, there may be activities that could place students in violation of the Code of Ethics and Ohio licensure laws. This may include providing speech/language/hearing diagnosis and therapy while babysitting, engaging as a tutor for the purpose of providing speech/language/hearing services or implementing goals from a student's IEP (individualized educational plan). Some programs for children with disabilities, e.g., Autism, Downs Syndrome, Cerebral Palsy, Learning Disabilities, etc., may include speech and language intervention for which a student is not properly supervised by an ASHA supervised professional. If you will be helping a family with a child who has a communication disorder, and/or have any questions regarding a specific activity, please contact the Clinic Director. It is in your best interest for us to know and talk about these experiences with you.

Criminal Background Check Procedures

All graduate students in the Department of Communication Sciences and Disorders are required to obtain a criminal background check in order to participate in practicum. Students in the Cincinnati area can go to the Department of Parking, Keys, ID located on the west campus in the Edwards building receive and FBI Web Fingerprinting check. This department is open Monday through Friday, 8 a.m. – 5 p.m. A form will be provided to you. The cost for FBI fingerprinting is \$34.00. Students in speech-language pathology are required to receive an additional BCI (state of Ohio) background check in order to participate in practicum in the schools. This cost is \$32.00. You can pay with cash, check or credit card to the University of Cincinnati. Credit cards (VISA, MasterCard and Discover) are accepted. The results are usually available within 24 hours and can be picked up at that time.

Professional Liability Insurance

Students are required to carry professional liability insurance coverage. All students enrolled in the CSD program are covered under UC's Professional Liability Insurance Program during the time they are enrolled in the CSD program.

Health Care Setting Experiences for SLP Students

Eligibility:

1. Students must be in the second year of the Master's program
2. The following courses must have been completed: *Dysphagia; Neurogenic Language Disorders; Neurogenic Speech Disorders; and Neurogenic Cognitive Disorders.*
3. Observation of patients with a variety of neurological disorders is suggested.

Interview:

1. Students must make an appointment for an interview with their supervisor at the assigned health care setting prior to the start of the semester.
2. Students must take the following materials to the interview: resume including education, previous practicum experiences and activities.

Healthcare Practicum:

1. Students must complete a term of clinical experience in a health care setting.
2. During the healthcare practicum students are expected to participate in the full range of experiences including patient care, report writing, case conferences, family conferences, interaction with other hospital personnel, etc.

School Practicum Experiences

Eligibility:

1. Students must be in the second year of the Master's program.
2. It is recommended that students have completed or be taking: *Seminar in School Issues,*

The University of Cincinnati School Practicum Handbook is available online at www.caahs.uc.edu/csd. All on campus students will be responsible for the policies and procedures in the manual. This manual pertains to on campus students and is not necessarily followed by Distance Learning Programs. See the OMNIE and TTI Manuals for specific variations.

Essential Requirements for Clinical Practicum Form

ESSENTIAL REQUIREMENTS FOR CLINICAL PRACTICUM DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS UNIVERSITY OF CINCINNATI

Essential Requirements, as distinguished from academic standards, refer to the essential qualities and abilities that are considered necessary for a student's success in clinical/practicum programs. The Communication Sciences and Disorders program at the University of Cincinnati is responsible for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession of speech-language pathology or audiology.

When requested, the University will provide reasonable accommodations to otherwise qualified students with documented disabilities through the Disability Services Office (556-6823; www.uc.edu/aess/disability.html). Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to ensure that those students with or without accommodations can meet the essential requirements of the clinical program required for graduation.

IN ORDER TO SUCCESSFULLY PASS PRACTICUM AND COMPLETE NECESSARY COMPETENCIES, REQUIRED FOR ASHA CERTIFICATION STUDENTS SHOULD BE ABLE TO:

PHYSICAL ABILITIES –

- Provide a safe environment for others in responding quickly to emergency situations and in the application of universal precautions
- Sustain necessary physical stamina to complete the required work schedule
- Move independently to, from and within the work setting
- Manipulate screening/diagnostic materials necessary to complete an overall assessment
- Manipulate materials and/or patient utilized equipment (for example, AAC devices, hearing aids) for clinical practice in a safe manner
- Accurately monitor through both visual and auditory modalities materials and equipment used for assessment and treatment of patients

BEHAVIORAL SOCIAL AND COMMUNICATION ATTRIBUTES

- Maintain emotional/mental health required for building professional and collaborative relationships with clients and colleagues
- Maintain composure and emotional stability in demanding or changing situations
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of clients
- Show respect for individuals with disabilities and for individuals of different ages, genders, race, religion, sexual orientation, cultural and socioeconomic backgrounds
- Speak English intelligibly, including the ability to model English phonemes, with satisfactory voice, fluency and resonance for clear communication
- Demonstrate responsibility for lifelong professional growth and development
- Conduct oneself in an ethical and legal manner upholding the ASHA and or AAA Code of Ethics and university and federal privacy policies
- Understand the Scope of Practice and Practice Standards in the field of Speech Language Pathology and Audiology
- Demonstrate honesty, integrity and overall professional behavior

COGNITIVE ABILITIES

- Comprehend, retain, integrate, synthesize and apply written and verbal information sufficient to meet curricular and clinical demands
- Seek relevant case information to formulate a diagnosis and develop a treatment plan
- Generate discipline-specific documents and clinical reports in English
- Reflect on clinical and academic performance and self assess performance accurately

Procedures for Essential Requirements

The Department of Communication Sciences and Disorders at the University of Cincinnati has developed a list of essential requirements and abilities that are considered necessary for a student's successful academic and clinical performance in the professions of Speech Language Pathology and Audiology.

Dissemination:

The list of Essential Requirements for the Department of Communication Sciences and Disorders will be given to undergraduate students in the CSD program who are applying for admission for graduate study as well as those students who are admitted to graduate study within the program from other universities.

Procedure when a student does not meet essential requirements:

- Instructor or clinical supervisor identifies student as not meeting an essential requirement.
- Instructor/clinical supervisor alerts student's advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Conference will be held with the student and include the instructor/clinical supervisor, department chair/clinic director to review the concern(s) with the student and recommend a course of action. An action/remediation plan will be signed by all parties involved.

- Documentation of the conference and the recommended course of action will be placed in the student's file.

Please review the essential requirements for clinical practicum document and sign the statement below:

I certify that I have read and understand the essential requirements document and that I believe to the best of my knowledge that I meet each of these standards either with or without accommodations. I will contact the Office of Disabilities to determine what accommodations are available. I understand that if I am unable to meet these standards, I may be dismissed from the program.

(Student Signature)_____

(Date)_____

SECTION III

PRACTICUM FORMS

The student is responsible for completing the following forms every term. Deadlines for paperwork are as follows: Students should make copies of **ALL** practicum paperwork.

Due the second week of the term:

Practicum Commitment

Due at end of term:

Practicum Reflection

Record of Observation Experience Form

All observation clock hours accumulated by the student clinician are to be recorded with the ASHA supervisor signature on the clinical Observation Form.

Practicum Commitment

At the beginning of the semester the student and supervisor meet to negotiate and sign the practicum commitment. This form should be given to the practicum coordinator by the second week of the term.

Practicum Reflection

At the end of the term, the student clinician will write a narrative self-evaluation. The completed evaluation is to be discussed with the site supervisor and then submitted to the practicum coordinator.

CALIPSO

Clinical education documentation is managed via a web-based program called CALIPSO. Students can access CALIPSO by going to www.calipso.com/uc. You will receive step-by-step instructions on how to register during student orientation at the beginning of your first year of graduate study.

APPENDIX A

PRACTICUM FORMS

PRACTICUM COMMITMENT

University of Cincinnati Communication Sciences and Disorders Department

Student: _____
Semester/Year: _____
Site: _____
Supervisor: _____
Address: _____
Email: _____
Phone: _____

The University of Cincinnati student who has been assigned to a Communication Sciences and Disorders Practicum has agreed to the following guidelines and expectations.

1. The student will begin the practicum experience on _____ and finish on _____.
Days per week: (circle) M T W TH F
2. The student will maintain the following hours: _____
3. **Regular attendance is expected.** Negotiated days off from practicum might include religious holidays, professional conferences/conventions, and required department activities such as Fluency Friday (spring semester), and PRAISE (spring semester). The student is required to make up days they are absent from practicum including illness if not negotiated in the practicum commitment at the beginning of the term.
4. The student will follow all rules of confidentiality as they pertain to clients and clients' families.
5. Therapy plans, evaluations, and other reports must be submitted by deadlines specified by the site supervisor:

6. The student will participate in at least _____ of directed observation before he/she begins to provide clinical services (up to a maximum of _____).
7. The student will comply with all policies and procedures of the practicum site:

If at any time in the first five weeks of the term, the supervisor feels that the student is not

progressing towards independence at the practicum site, the practicum coordinator should be contacted to discuss a plan of action.

The on-site supervisor has agreed to the following guidelines:

1. The supervisor will have primary responsibility for coordination and supervision of the student's professional work at this site.
2. The supervisor recognizes and agrees to abide by the observation requirements set by ASHA; supervision of a minimum of 25% of client contact time for therapy and diagnostic evaluations.
3. The supervisor and student will have conferences scheduled at least _____
_____.
4. The supervisor will share the evaluation of the student's performance with the student and Practicum Coordinator.

The Practicum Coordinator will make _____ visit(s) to the practicum site during the semester.

Student

Site Supervisor ASHA# State License#
(Please provide a photocopy of your updated ASHA card)

U.C. Practicum Coordinator

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
SPEECH-LANGUAGE PATHOLOGY
PRACTICUM REMEDIATION/ACTION PLAN**

Student: _____ Date: _____

Supervisor: _____

U. C. Liaison: _____

1. Identify (and agree to) competencies not being met during the practicum period:

Skills:

Assessment: _____

Intervention: _____

Interaction/Person Qualities: _____

2. Plan of Action: _____

3. Action Steps Achieved: _____

Date: _____

If Not Achieved: _____

- _____ Extend time at site
- _____ Practicum at another site
- _____ Terminate practicum
- _____ Other

Comments: _____

Practicum Supervisor: _____

Student: _____

University Liaison _____

Action Plan Outcome Practicum

Students enrolled in practicum during their first or second year will need to achieve competency levels (of 3 and 4's respectively) in each disorder area and in professional codes of conduct.

Students enrolled in practicum during their second year must achieve competencies at a 4 level in the nine areas of disorder types reflected on the CALIPSO performance evaluation form. Competencies are achieved in the areas which reflect their current patient load. At the end of each semester, their competencies will be assessed and competency needs reviewed in order to achieve all 4's by the time of graduation.

If a supervisor feels that, at any time, a student is not moving along the continuum for independence, she or he will contact the University liaisons who will meet with the supervisor and student to develop an Action/Remedial plan. All will agree to the plan and its consequences and sign the form. This form plus any additional documentation regarding final outcome will be placed in the student's CALIPSO account under Clinical Placement. If the student is unable to achieve the action steps at the end of the semester, they will not pass competencies for that practicum site. Some clinical hours may be given depending on the circumstances and agreed upon by the supervisor and university liaison. Students may be required to extend their practicum in order to meet competency levels or perform practicum at another site. Another plan or course of action may need to be developed depending on specific circumstances.

If a student has not met competencies at a site, they will be placed on practicum probation for the following semester which requires successful fulfillment of the remediation/action plan. If a student receives an action plan at two sites and is not successful in gaining the needed competencies, practicum will be terminated. The supervisor and student will meet throughout the action plan process and the student will be notified when all steps have been completed satisfactorily



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CONFIDENTIALITY STATEMENT

All information concerning past and present clients is strictly confidential and will be shared with no one unless agreed upon in writing by the client or client's family.

I understand the importance of confidentiality as it relates to the welfare of clients and their families whom we serve. I will not reveal any professional or personal information regarding these clients and I will maintain accurate information in the client's clinical files and will not divulge the contents of such files to anyone except upon written consent from the client or the family.

I understand and agree to abide by the confidentiality standards set by the Department of Communication Sciences and Disorders.

Signature of Student Clinician

Date

Printed Name of Student Clinician



APPENDIX B

CODE OF ETHICS



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Code of Ethics

Reference this material as: American Speech-Language-Hearing Association. (2010r). *Code of Ethics* [Ethics]. Available from www.asha.org/policy.

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Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- K. Individuals shall not provide clinical services solely by correspondence.
- L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
- Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- A. [Deleted effective June 1, 2014] ~~Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.~~
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
- D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

**Principle of Ethics
III**

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.
- D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
- E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
- F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

- A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
- B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
- D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
- E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
- G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.