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SECTION I: Introduction

A. Director's Letter

Dear Speech Language Pathology Assistant Student,

Welcome to the San Joaquin Delta College (SJDC) Speech Language Pathology Assistant (SLPA) Program! Individual hard work and dedication have led you to this next step towards licensure as a SLPA. As a student embarks on this educational journey, the SJDC SLPA Program is here to offer many opportunities to gather the tools of knowledge needed for clinical practice.

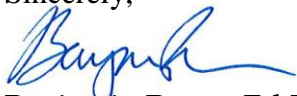
The SJDC SLPA Program has been a part of community college education at SJDC since 2001 and the primary goal has been to prepare a competent Assistant who is ready for beginning practice. The SLPA Program emphasizes knowledge of the California State Speech Language Pathology, Audiology and Hearing Aid Dispensers (SLPAHAD) Board requirements for licensure from the California Business and Professions Code for Speech Language Pathology Assistants as well as the American Speech Language and Hearing Association's (ASHA) Speech Language Pathology Assistant Scope of Practice.

Highly qualified Speech Language Pathologist faculty members are here to offer clinical expertise in a variety of specialty areas. Support staff members are here to assist with transition to your new career preparation. You, the student, will be well served to seek out faculty and staff for the most reliable sources of information rather than rely on rumor, speculation or social media. The program facilities offer technological opportunities for clinical practice and therapy observation at a variety of agencies within our greater region. Students are encouraged to take full advantage of this time in the SLPA Program to practice therapy skills and techniques.

It is my desire to offer you the support you need to be successful in your career preparation. Excellent clinicians offer therapy based on scientific principles coupled with creative materials and marked by an established therapeutic relationship. It requires a commitment to ethical and legal practices within the scope of SLPA practice. I ask that you, the student, fulfill your responsibilities to the profession and the program by assuming that specialized role through modeling professional, responsible, and ethical behavior as outlined by this program, San Joaquin Delta College and the American Speech Language and Hearing Association.

I wish you all a meaningful and successful journey in acquiring clinical skills!

Sincerely,



Benjamin Reece, Ed.D. CCC-SLP
SLPA Program Director

B. Introduction to the Speech Language Pathology Assistant (SLPA) Student Handbook

The journey toward obtaining the Associate in Science degree in Speech Language Pathology Assistant (SLPA) is a joint responsibility between the student and the San Joaquin Delta College Speech Language Pathology Assistant Program (here after referred to as the Program). The Program will provide learning experiences that follow standards set forth by the California State Speech Language Pathology, Audiology and Hearing Aid Dispensers (SLPAHAD) Board. The student will provide commitment to make the best use of these resources and experiences in order to achieve the goal of becoming a Licensed SLPA. National certification for SLPAs is also available through the American Speech Language and Hearing Association (ASHA) and includes an exam available each October.

The faculty members of the San Joaquin Delta College SLPA Program have developed this Student Handbook to provide information that the student will need for success in that journey through the program. Please read the handbook carefully and abide by the policies and procedures of the Program. The student will receive notification of any policies and procedures that may be revised as he or she progresses through the SLPA Program.

This handbook:

- States the policies, procedures, and requirements of the Program.
- Provides students guidance for maintaining “good standing” in the Program.
- Informs students of rights and responsibilities throughout the Program.

In addition to the information provided in this handbook, the faculty and staff of the Health Sciences Division are available to assist the student throughout the Program.

C. Program History

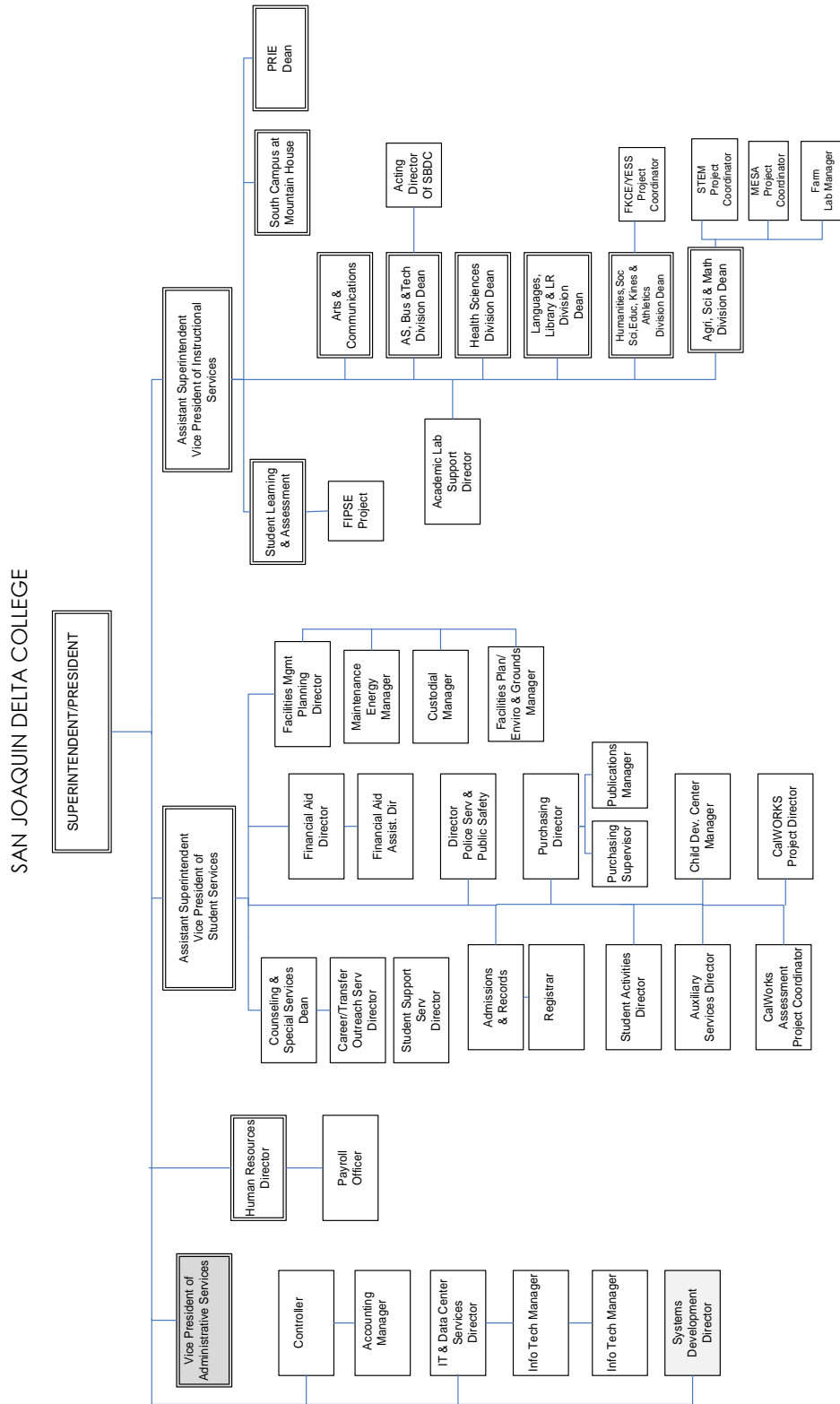
The history of San Joaquin Delta College’s Associate in Science degree in Speech Language Pathology Assistant began in 2001 with the first courses offered towards the newly approved SLPA Associate in Science degree major and the first graduates completed the program in 2004. The San Joaquin Delta College SLPA Program is one of 6 programs in California approved by the SLPAHAD Board to offer the appropriate theory instruction and clinical practice for licensure as a SLPA. Only two of these programs are in the Northern California area. As a result, we have students completing the Program from a wide region.

D. Administration, Staff, and SLPA Faculty

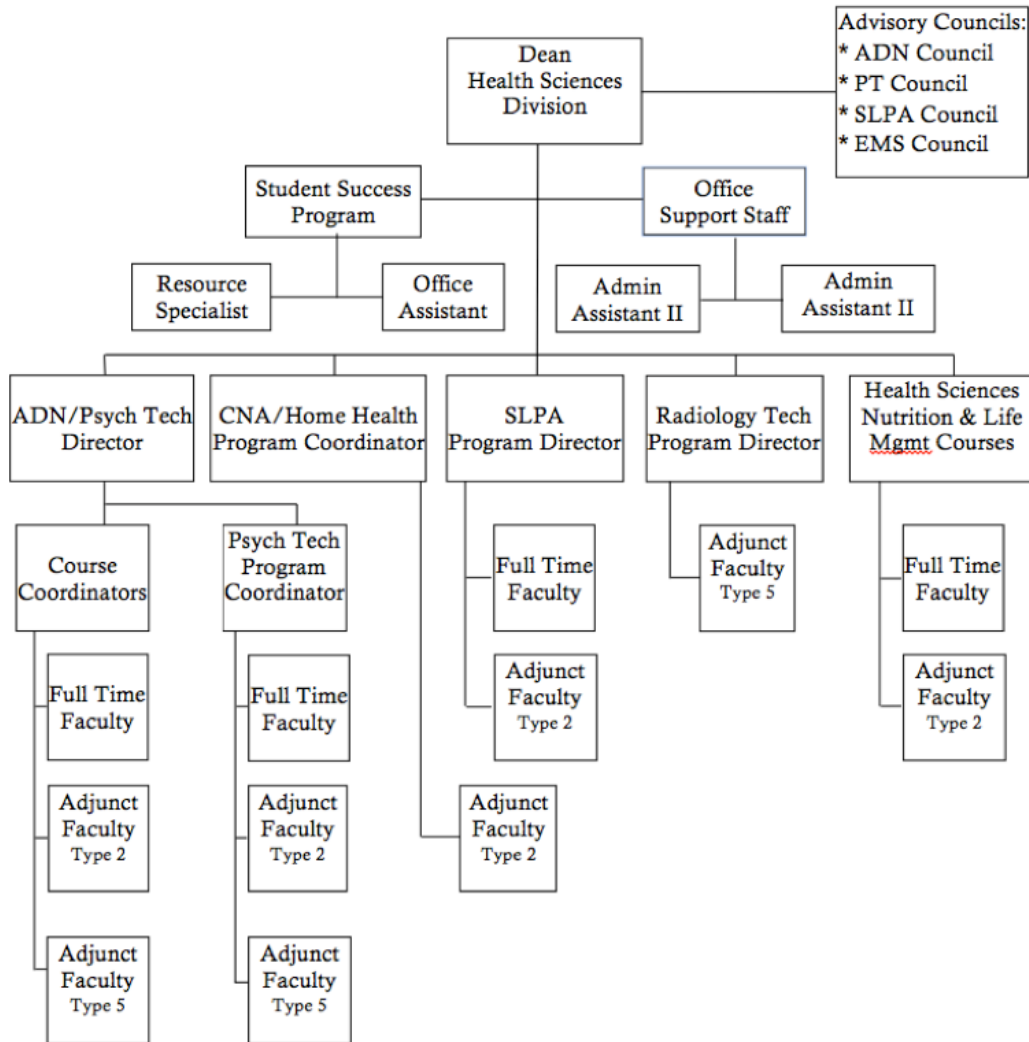
Administration		
<p>Health Sciences Division Office: Locke 203 Hours: 7:30 a.m.–5:00 p.m. Phone: 209.954.5454 Fax: 209.954.3798</p>	<p>Lisa Lucchesi Dean of Health Sciences Office: Locke 203 Phone: 209.954.5454 Lisa.lucchesi@deltacollege.edu</p>	<p>Benjamin Reece Ed.D., CCC-SLP SLPA Program Director Office: Locke 207 Phone: 209.954.5572 Benjamin.reece@deltacollege.edu</p>
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<p>Deanna Farmer MS, CCC-SLP Deanna.farmer@deltacollege.edu</p>		

E. Organizational Charts

San Joaquin Delta College Organizational Chart



Health Sciences Division Organizational Chart



Section II: Program Curriculum Information

A. Overview

The San Joaquin Delta College curriculum is based upon the performance based competencies of an entry level SLPA which include; conduct in the work setting, interpersonal skills, understanding of critical supervision issues, providing direct services to clients/patients, health and safety precautions, and clinical documentation. Upon successful completion of the Associate in Science degree in the Speech Language Pathology Assistant Program, the graduate is able to apply for licensure with the State of California. A licensed Speech Language Pathology Assistant (SLPA) works under the direction of a supervising Speech Language Pathologist (SLP) and demonstrates the skills, knowledge, and training to practice in a variety of settings within the parameters of the SLPA scope of practice.

B. Mission Statement

The philosophy of the San Joaquin Delta College Speech Language Pathology Assistant Program (SJDC SLPA Program) is congruent with the Mission Statement, Goals, and Philosophy of San Joaquin Delta College. The Program is designed to provide an excellent educational experience that integrates the needs of the SLPA student with the needs of the college, the community, and the Communication Sciences and Disorders profession. The purpose of the SLPA Program is to provide an education that is based on student learning outcomes that support the demonstration of the skills, knowledge, and training necessary to practice in a variety of settings within the parameters of the SLPA scope of practice in order to work under the direction of a Speech Language Pathologist (SLP.) The SLPA faculty is committed to provide a program of instruction that is responsive to cultural diversity while preparing graduates for entry-level SLPA practice in the 21st century.

In order to best meet an ever-changing health care and educational environment, the Program will engage in a process of continuous improvement in curricula, faculty and staff development, technical strategies, and education delivery methods that best serve the needs of SLPA students. The Program is committed to educational mobility and articulation. The curriculum is organized to meet the requirements of the California Speech Language Pathology, Audiology and Hearing Aid Dispensers Board under the department of Medical Quality Assurance. Graduates are encouraged to assume responsibility for educational and professional growth through participation in a program of continuing education and life-long learning. The faculty, students, Board of Trustees, college administration, and the Communication Disorders Professional community strongly support the philosophical principles around which the curriculum has been developed.

C. SLPA Program Outcomes

1. The graduate provides direct treatment assistance to patients or clients in multiple settings, with diverse populations, under the supervision of a Speech Language Pathologist by implementing treatment plans, completing speech and language screenings without interpretation, assisting with evaluations and documenting patient/client progress.
2. The graduate provides program operational assistance to the supervising Speech Language Pathologist by completing clerical tasks, preparing appropriate therapy materials, scheduling, facilitating public relations, and maintaining equipment.
3. The graduate meets the educational requirements for licensure as a Speech Language Pathology Assistant with the State of California, Medical Quality Assurance, Speech Language Pathology and Audiology and Hearing Aid Dispensers Board and the requirements of the American Speech Language and Hearing Association for National SLPA Certification.
4. The graduate demonstrates appropriate workplace behaviors related to the American Speech and Hearing Association Code of Ethics and the scope of practice for a Speech Language Pathology Assistant.

D. SLPA Program Objectives

1. The graduate will communicate in an appropriate, clear, precise and accurate manner in oral and written forms, all information relevant to the care of the client and/or caregiver to the supervising Speech Language Pathologist.
2. The graduate will demonstrate professional interpersonal communication skills and ethics regarding patient/client care according to the American Speech and Hearing Association Guidelines.
3. The graduate will follow appropriate protocols regarding health and safety precautions, confidentiality of client/patient records and other appropriate workplace behaviors.
4. The graduate will accurately document patient/client performance to assist the Speech Language Pathologist.
5. The graduate will accurately implement documented treatment plans or protocols developed by the supervising Speech Language Pathologist according to the scope of practice for a SLPA.
6. The graduate will appropriately assist the Speech Language Pathologist according to protocols during assessment of patients/clients and complete appropriate speech and language screenings according to the scope of practice for a SLPA.

7. The graduate will develop and present therapeutic materials that are appropriate for the client/patient's age, disorder, and cultural/linguistic background.
8. The graduate will assist with departmental operations including scheduling, record keeping, office management systems, safety/maintenance of supplies and equipment, research projects, in-service training, public relations programs, and data collection.
9. The graduate will demonstrate a clear understanding of job responsibilities, compliance with regulations, reimbursement requirements, and ethical awareness.
10. The graduate will meet requirements for licensure as a Speech Language Pathology Assistant and identify the requirements for licensure as a Speech Language Pathologist or Audiologist according to the Speech Language Pathology and Audiology and Hearing Aid Dispensers Board for the State of California and the requirements according to ASHA for national SLPA Certification.

E. Required Curriculum

Speech Language Pathology Assistant (SLPA), Associate in Science

Upon successful completion of the Associate Degree in the Speech Language Pathology Assistant Program, the graduate is able to apply for licensure with the State of California. A licensed Speech Language Pathology Assistant (SLPA) works under the direction of a supervising Speech Language Pathologist (SLP) and demonstrates skills, knowledge and training to practice in a variety of settings within the parameters of the SLPA scope of practice. A licensed SLPA may work with infants, children, adults, and seniors in educational, clinical, and medical settings. Limitations on reimbursement for services provided by SLPAs from potential third-party insurers, may affect employment opportunities in certain settings. The graduate will be able to conduct screenings for speech, language, and hearing disorders without interpretation, administer treatment as prescribed by the supervising Speech Language Pathologist and assist with clinical documentation.

Minimum Units Required: 60

General Education

Complete one of the following general education patterns:

1. San Joaquin Delta College Associate degree General Education (AA-GE) pattern.
2. California State University General Education (CSU-GE) pattern.
3. Intersegmental General Education Transfer Curriculum - CSU Version (IGETC-CSU) pattern.

Courses within the Major

Complete 46.5 units within the Major; 39.5 units from Core Requirements and 7 units from Restricted Electives. All courses must be completed with a grade of “C” or better.

Major Requirements—Core Complete 39.5 units

CDEV 034	Children with Special Needs	3
COM ST 007	Intercultural Communication	3
COMM DIS 001A	Introduction to Communication Disorders	3
COMM DIS 001B	Speech, Language and Hearing Development	3
COMM DIS 003	Therapy Analysis and Field Observation	3.5
COMM DIS 005	Materials and Procedures	3
COMM DIS 007	Service Delivery Issues	3
COMM DIS 009	Assessment and Remediation	6 - 6.5
H S 019	Human Development	3
HUM 004/ANTHR 004	Introduction to Linguistics	3
PSYCH 001	Introduction to Psychology	3
SL 001	Elementary American Sign Language	3

Major Requirements—Restricted Electives Complete 7 units

Area A

Complete one of the following:

BIOL 001	Core Biology	4
BIOL 011	Humans in the Biological World	4
BIOL 031	Human Anatomy	4
BIOL 032	Human Physiology	5
BIOL 033	Anatomy & Physiology	6

Area B

Complete one of the following:

BIM 038	Office Technologies and Procedures	3
BIM 043	Records Management in Public Agencies	3
CS 011	Fundamentals of Computer Science	3
CSA 020	MS Word, Excel, and Access	3

Minimum Major Units Required: 46.5

Complete all courses with a grade of “C” or better.

Minimum Degree Units Required: 60

F. Course Descriptions

COMM DIS 001A: Introduction to Communication Disorders - *Units 3*

This course is designed to address speech and language disorders in children and adults. Topics include speech, hearing, and language disorders, trends in Legislation and education, and a review of available community resources. The course provides information to the student exploring a career related to speech and language therapy. (CSU)

COMM DIS 001B: Speech, Language and Hearing Development - *Units 3*

This course is the study of speech, language and hearing development across the normal human life span. It includes genetic, cultural, and social aspects of communication development. Theories of language acquisition are discussed. Phonological, morphological, syntactic, semantic and pragmatic development will be considered and language sample analysis with typically developing children is practiced. (CSU)

COMM DIS 003: Therapy Analysis and Field Practice - *Units 3.5*

This course is an introduction to speech therapy programs in public schools, clinics, hospitals, and skilled nursing facilities. The laboratory component includes student observation of a speech therapist at off campus facilities. (CSU)

Prerequisites: COMM DIS 001A: Introduction to Communication Disorders COMM DIS 001B: Speech, Language and Hearing Development, ENG 1A: Reading and Composition, and HS19 Human Development each with a grade of "C" or better.

Or

Corequisites: COMM DIS 001B Speech, Language and Hearing Development

Limitations on Enrollment: Admission into the SLPA Program.

COMM DIS 005: Materials and Procedures - *Units 3*

This course is a survey of materials and procedures found in Speech Language Pathology Assistant (SLPA) clinical programs in public schools, hospitals, and skilled nursing facilities. Topics include record keeping, report writing, behavior modification techniques, computer assisted programs, International Phonetic Alphabet (IPA), American Speech Language Hearing Association (ASHA), Code of Ethics, and state and national guidelines for speech therapy. (CSU)

Prerequisites: COMM DIS 003: Communication Disorders: Therapy Analysis and Field Practice with a grade of "C" or better

Or

Corequisites: COMM DIS 003: Communication Disorders: Therapy Analysis and Field Practice.

Limitations on Enrollment: Admission into the SLPA Program.

COMM DIS 007: Service Delivery Issues - Units 3

This course is a survey of speech and language therapy delivery systems and state and national regulations, laws, and professional organizations for Speech Language Pathology Assistants (SLPA) that control the delivery of speech and language therapy services in public schools, clinics, hospitals, and skilled nursing facilities. (CSU)

Prerequisites: COMM DIS 003: Therapy Analysis and Field Practice with a grade of "C" or better

Or

Corequisites: COMM DIS 003: Communication Disorders: Therapy Analysis and Field Practice.

Limitations on Enrollment: Admission into the SLPA Program.

COMM DIS 009: Assessment and Remediation - Units 6

This course explores in depth specific disorders of communication, with a focus on evidence-based practice. It covers remediation techniques and rationales for commonly used therapeutic approaches, assessment within the scope of SLPA practice as well as principles of learning, data collection, clinical documentation, and recordkeeping. This course provides supervised fieldwork experience assisting with the clinical management of persons with communicative disorders. There are opportunities to interact with clients/patients while implementing a prescribed treatment plan, and assisting with screening or evaluation under the direction of a Speech Language Pathologist. The experience also includes opportunities for record keeping and managing client data, setting up/preparing for sessions as needed, and performing various clerical duties as needed. All fieldwork is done in specified off campus locations. (CSU)

Prerequisites: COMM DIS 003 Communication Disorders: Therapy Analysis and Field Practice and COMM DIS 005 Communications Disorders: Materials and Procedures and COMM DIS 007 Communication Disorders: Service Delivery Issues each with a grade of "C" or better

Or

Corequisites: COMM DIS 005 Materials and Procedures and COMM DIS 007 Service Delivery Issues.

Limitations on Enrollment: Admission into the SLPA Program.

SECTION III: Program Entry Requirements

Speech Language Pathology Assistant

The Speech Language Pathology Assistant Program curriculum prepares graduates to work under the supervision of a licensed Speech Language Pathologist at special education sites, community agencies, health care facilities, and private clinics. Students will be trained to assist in the speech and language rehabilitation of communication disordered children and/or adults. The Speech Language Pathology Assistant Associate in Science degree program is approved by the State of California Speech Language Pathology and Audiology and Hearing Aid Dispensers (SLPAHAD) Board. Students are prepared to practice according to the American Speech, Language, and Hearing Association (ASHA) scope of practice for Speech Language Pathology Assistants. The Associate in Science (A.S.) degree will be awarded upon completion of all required courses with a grade of C or better. Costs associated with health screenings, immunizations, fingerprinting, and felony disclaimers required for public safety and public health are the responsibility of the student participating in the Program. Contact the Health Sciences Division for detailed information.

A. SLPA Associate of Science Degree Admissions

For Admission to the SLPA Program to pursue the Associate Degree, the student must:

- Be admitted to San Joaquin Delta College, in good standing with no holds on college records.
- Be at least 17 years of age.
- Satisfy the Delta College assessment placement test requirements.
- Complete prerequisite course work: Comm Dis 001A – Introduction to Communication Disorders, Eng 001A – Reading and Composition, and HS 019 – Human Development
- Submit an application for admission which includes un-official transcripts and photo ID.
- Complete all health and safety requirements necessary for admission to clinical practice sites (details will be provided in the SLPA Information Packet) including:
 1. Background clearance for criminal history.
 2. Immunizations, TB, Hepatitis, and other disease screening.
 3. Drug screen.
 4. Professional liability insurance.

Application Procedure

The online application will be available during posted submission dates at the Health Sciences/SLPA Program website: slpa.deltacollege.edu

Selection Procedure

Applicants who meet the admission criteria will be placed in a random drawing for Program acceptance. Because of limited space to place students in community programs for clinical practicum, some restrictions may exist.

Program procedures and policies may change at any time. Please consult the SJDC Health Sciences Division/SLPA Program website for the most current information.

B. Advanced Placement Admissions: Credit for Prior Education

Students who have completed a bachelor's degree in Communication Sciences and Disorders or Speech Language Pathology may elect to apply to the SLPA Program for Advanced Placement and waive some courses based upon their prior education. Other BA/BS degree students are not eligible for this option and must complete all requirements for the SLPA associate's degree. To be eligible for State licensure under the Advanced Placement option, the Delta College SLPA program requires completion of three courses in the department: Therapy Materials and Procedures - COMM DIS 005; Issues in Service Delivery - COMM DIS 007; Assessment and Remediation - COMM DIS 009. Advanced Placement Admission students may complete the clinical practicum requirement for licensure space permitting. Priority will be given to Delta College SLPA Associate in Science Degree students.

The student must:

- Have completed a BA/BS in Communication Sciences and Disorders or Speech Language Pathology with a minimum GPA of 2.75.
- Be admitted to San Joaquin Delta College, in good standing with no holds on college records.
- Be at least 17 years of age.
- Satisfy assessment placement test requirements or submit an official transcript to admission and records.
- Submit an application for admission including un-official transcripts and photo ID.
- Complete all health and safety requirements necessary for admission to clinical practice sites (details will be provided in the SLPA Information Packet) including:
 1. Background clearance for criminal history.
 2. Immunizations, TB, Hepatitis, and other disease screening.
 3. Drug screen.
 4. Professional liability insurance.

Application Procedure

The online application will be available during posted submission dates at the Health Sciences/SLPA Program website: slpa.deltacollege.edu

Selection Procedure

Applicants who meet the admission criteria will be placed in a random drawing for Program acceptance. Advanced Placement students may complete the coursework required space permitting. Priority will be given to Delta College SLPA Associate in Science degree students. Because of limited space to place students in community programs for clinical practicum, some restrictions may exist. After students have been accepted to the Program, the SLPA Program Director will forward the names of eligible students to the Registrar indicating that the prerequisites for COMM DIS 005, 007, and 009 have been met.

Program procedures and policies may change at any time. Please consult the SJDC Health Sciences Division/SLPA Program website for the most current information.

C. Essential Performance Functions

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Speech Language Pathology Programs and State University systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individuals holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

Reasonable accommodations for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the Disability Support Program Services at San Joaquin Delta College where appropriate.

In compliance with the ADA and the recommendations of the American Speech Language and Hearing Association, San Joaquin Delta College will institute health regulations and policies as described on the Essential Performance Form in Appendix A of this handbook.

D. Requirements for Clinical Placement

Prior to Program admission all students are required to submit documentation of requirements for clinical placement. Many of these requirements need to be updated or renewed during the two-year program, thereafter, for those who may be completing coursework on a part time basis. These requirements usually include:

1. A completed immunization record.
2. Current professional liability insurance.

3. A background clearance.
4. Drug screening.

All requirements are to be uploaded to an electronic tracking service, as directed in the clinical information package. Additionally, students must complete any other requirements set forth by the supervising agency. This may include submitting fingerprints.

Immunization and Screening Record

- **TB Screening**

Documentation of a negative TB skin test completed within the three months prior to starting clinical placement for the SLPA Program and documentation of an additional skin test completed within one year thereafter.

- **Chest X-Ray**

A report is needed only if the TB skin test is currently or has been positive. Each year a symptom review must be done by your physician and a signed copy provided. You must have a current negative TB skin test or negative chest X-ray result each year while enrolled in the Program.

A TB skin test result is valid for one year from the date it was taken; a chest X-ray result is valid for two (2) years from the date it was taken but you will also need a symptom review each year. A copy of the negative X-ray report must be attached to the Immunization Record.

Be sure to keep track of the date your TB test will expire and allow time for a new test to be given, read, and verified prior to expiration of your present test. Submit a copy of the new negative reading to CertifiedBackground.com by the expiration date of your current TB test. No student will be allowed to enter clinical practice without verification of a current negative TB test result.

- **Rubeola Vaccine**

You must be immune to Rubeola (Measles). You can provide proof of immunity by titer or you may have the immunization. If you were born after 1956 and choose to have the immunization, you must provide proof that you have received two doses of measles vaccine with the second dose at least one month after the first. Be sure that the facility/provider indicates titer result or MMR injection.

- **Rubella Vaccine**

You must be immune to Rubella (German Measles). You can provide proof of immunity by titer or you may choose to have the immunization. You must provide proof that you have had at least one dose of vaccine on or after your first birthday. (Note: Women should avoid pregnancy for three months after immunization. If pregnant, defer this test until after birth of child. Submit a written statement from your physician.) Be sure that the facility/provider indicates titer result or MMR injection. The Rubeola and Rubella vaccines can be given in the combined form

MMR (measles-mumps-rubella). Persons already immune to one or more components can still receive MMR.

- **Tetanus-Diphtheria (Adult TD) or Diphtheria- Pertussis-Tetanus child (DPT) and Tetanus Diphtheria-Acellular Pertussis (Adult Booster Tdap)**

Current immunization required with evidence of booster given within the past ten (10) years. Currently, the CDC recommends that any adult 19 through 64 years old who has not received a dose of Tdap should get one. This can replace 1 of the 10-year Tdap booster doses.

- **Hepatitis B Vaccine**

Proof of either a positive titer or first dose of the series must be provided. You must provide proof of a positive Hepatitis B Titer or first immunization. Some physicians may choose not to do the pre-series titer and just begin the series, therefore, pre-series titer is—consult your physician regarding this option. If your pre-series titer is negative, you must take the Hepatitis B vaccine series (three doses: first two doses one month apart, third dose six months after the first dose). After conclusion of this series, you will need to wait six to eight weeks to have a titer drawn for proof of immune status (or positive) reading. This titer must show immune (positive) status for Hepatitis B antibody and negative for antigen or the series must be repeated. A declination of Hepatitis B vaccine may also be signed and submitted to meet this requirement.

- **Varicella Titer**

As a health care student, you must be immune to Varicella (Chickenpox). You can provide proof of immunity by titer or you may have the immunizations. If you choose to have the immunizations, you must provide proof that you have received two (2) doses of Varicella vaccine, with the second dose at least one (1) month after the first.

Consult your physician if you have questions about the immunization requirements. A statement from the physician verifying the administration of the vaccine, or reasons for not doing so, must be submitted with your medical records.

- **Background Clearance and Drug Testing**

To maintain compliance with regulatory agencies, the clinical facilities require background clearance for criminal record and drug testing prior to student assignment in the facility. Students who present with background deficiencies will be given a reasonable amount of time in which to dispute any findings. The clinical facility has the authority to refuse assignment of students who fail to meet facility standards. Should this occur, the SLPA Program will make every attempt to place the student at another clinical site, but the program does not guarantee another clinical placement.

Students who are unable to be placed in the clinical area will be withdrawn from the Program due to the inability to meet the program requirements. The student is responsible for the costs associated with background clearance.

Students who test positive on the drug screen will have until one week before the start of the semester to demonstrate negative results. The SLPA Program may request a random retest at the director's discretion. If a student disagrees with the results, the student shall contact the drug-testing lab for further consideration. Students who fail to clear the drug screen on the second attempt will be denied entrance into the Program. Disqualified students may reapply for the Program the next semester. Acceptance will again be conditional, dependent upon clearing all health related requirements, including the drug screen test.

- **Professional Liability Insurance**

All students enrolled in the San Joaquin Delta College Speech Language Pathology Assistant (SLPA) Program must carry current professional liability insurance. The affiliating agencies and San Joaquin Delta College are not held responsible for the negligent act(s) of student SLPAs. Malpractice is defined as "the negligent act of a person with specialized training and education." Professional liability coverage must be \$1,000,000/\$3,000,000. All SLPA students must have current student liability insurance each semester when completing a clinical assignment. Be sure to submit a copy of your renewed policy to CertifiedBackground.com by the date your current policy expires. No student will be allowed to enter clinical practice without verification of possession of current professional liability insurance.

- **Pre-Entrance Medical Record**

Using the Immunization Tracker at Castle Branch, the student uploads a completed health screen and physical examination on the medical form included in the SLPA student information packet. Keep the original for your records.

SECTION IV: Progression through SLPA Program

A. Conduct and Performance

Professional Conduct and Clinical Observations Expectations

A satisfactory clinical experience is required for successful completion of Comm Dis 003 and Comm Dis 009. Failure to satisfactorily complete clinical observations for Comm Dis 3 or clinical practicum hours for Comm Dis 9 will result in an “F” for the entire course regardless of the theory grade. Formal and or informal conferences will be scheduled as deemed necessary. For students who demonstrate deficiencies in meeting clinical expectations, arrangements will be made to facilitate remediation, which may include the development of a clinical contract. During all clinical experiences students are expected to maintain professional behavior and ensure client safety as well as the confidentiality of client records. Any additional requirements set forth by the supervising agency must also be followed. Failure to do so may result in immediate dismissal from the clinical experience and the SLPA Program. Unprofessional behaviors have been identified as, but not limited to the following:

1. Tardiness.
2. Excessive absences.
3. Unethical behavior.
4. Unprofessional communication.
5. Unprofessional attire and/or appearance.
6. Dishonesty.
7. Unsafe clinical practices.

Assistants Code of Conduct Effective June 1, 2020

Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics for audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Now that ASHA has established the Assistants Certification Program, a code of conduct was created to guide certified assistants in their clinical practice. Preservation of the highest standards of integrity and ethical conduct is vital to the responsible practice of audiology and speech-language pathology assistants. The Assistants Code of Conduct (hereafter, "Code of Conduct") is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The Code of Conduct is a framework and focused guide in support of day-to-day decision making related to assistants' conduct. The Code of Conduct is partly obligatory and disciplinary, and partly aspirational and descriptive, in that it defines the assistant's role. This Code of Conduct sets forth the fundamental principles and rules and is applicable to the following individuals:

- Audiology assistants holding the Certified Audiology Assistant (C-AA)
- Speech-language pathology assistants holding the Certified Speech-Language Pathology Assistant (C-SLPA)
- Applicants for assistants certification

The Code of Conduct is designed to provide guidance to assistants certification applicants and certified assistants in their roles as assistants. The three principles underlying the Code of Conduct are in the following areas: (1) responsibility to persons served professionally, (2) responsibility to the public, and (3) responsibility for professional relationships.

Because the Code of Conduct is not intended to address specific situations and is not inclusive of all possible conduct-related ethical dilemmas, assistants are expected to follow the written provisions and to uphold the spirit and purpose of the Code of Conduct. Audiology and speech-language pathology assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Conduct may not be definitive.

The Code of Conduct establishes that assistants are not independent practitioners. Accordingly, assistants must be supervised by appropriately-credentialed audiologists or speech-language pathologists consistent with state licensing laws and/or with [ASHA's Code of Ethics](#).

By holding ASHA assistants certification, or through application for such, all individuals are automatically subject to the jurisdiction of the ASHA Board of Ethics for Code of Conduct complaint adjudication. Adherence to the Code of Conduct and its enforcement results in respect for

the discipline and positive outcomes for individuals who benefit from the work of audiology and speech-language pathology assistants, audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

advertising

Any form of communication across a variety of platforms, including social media, with the public about services, therapies, products, or publications.

confidentiality

The duty of an individual to refrain from sharing confidential information with others through any verbal, written, or electronic means, including social media platforms, except with the express written consent of the other party or as required by law.

conflict of interest

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" on www.ashaassistants.org.

fraud

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

gender identity

One's innermost concept of self as male, female, a blend of both, or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA assistants certification, or an applicant for assistants certification, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

May denotes an allowance for discretion; *shall* denotes no discretion.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

national origin

Encompasses related aspects, including ancestry, culture, language, dialect, citizenship, and immigration status.

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

reasonable or reasonably

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (address for self-reporting is provided in the second item of this Terminology section, above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

shall vs. may

Shall denotes no discretion; *may* denotes an allowance for discretion.

written

Encompasses electronic and hard-copy writings or communications, including communication through websites and other online networking platforms.

Principle of Conduct I

Assistants shall honor their responsibility to hold paramount the welfare of persons they serve professionally.

Conduct Fundamentals

- A. Assistants shall engage only in those activities delegated by the supervising audiologist or speech-language pathologist and permitted by local, state, or federal regulations.
- B. Assistants who hold the C-AA or C-SLPA shall engage in only those work areas that are within the scope of their competence, considering their certification status, education, training, and experience.
- C. Assistants shall not discriminate in the delivery of their services on the basis of the following characteristics, which include but are not limited to age, disability, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation, or socioeconomic or veteran status.

- D. Assistants shall accurately represent the intended purpose of a service or product and shall abide by established guidelines for the clinical practice of assistants.
- E. Assistants shall protect the confidentiality and security of records of professional services provided and products dispensed as directed by the supervising audiologist or speech-language pathologist. In consultation with the supervising audiologist or speech-language pathologist, access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- F. Assistants shall maintain timely and accurate records about services provided and products dispensed as directed by the supervising audiologist or speech-language pathologist.
- G. Assistants whose practice is adversely affected by substance abuse, addiction, or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- H. Assistants who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- I. Assistants shall provide reasonable notice to the supervising audiologist or speech-language pathologist in the event that they can no longer provide clinical services.
- J. Assistants shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- K. Assistants shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice under the direction of the supervising audiologist or speech-language pathologist.
- L. Assistants shall not misrepresent their credentials and shall fully inform those they serve of their role and the role and professional credentials of their supervising audiologist or speech-language pathologist.

Principle of Conduct II

Individuals shall honor their responsibility to the public by providing accurate information in all communications and by providing services with honesty, integrity, and compassion.

Conduct Fundamentals

- A. Assistants shall not misrepresent services provided.
- B. Assistants shall not defraud, or participate in fraud, through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- C. Assistants' statements to the public shall not contain misrepresentations when advertising, announcing, and promoting their services.
- D. Assistants shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.
- E. Assistants shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Assistants shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise judgement and objectivity.

Principle of Conduct III

Assistants shall maintain collaborative and harmonious interprofessional and intraprofessional relationships.

Conduct Fundamentals

- A. Assistants shall work collaboratively with audiologists and speech-language pathologists and/or members of other professions to deliver the highest quality of care.
- B. Assistants shall not engage in any form of conduct that adversely reflects on assistants or on the assistant's fitness to provide services.
- C. Applicants for assistant's certification shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- D. Assistants shall not engage in any form of harassment, power abuse, or sexual harassment.
- E. Assistants shall not engage in sexual activities with individuals served (other than a spouse or other individual with whom a prior consensual relationship exists).
- F. Assistants shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- G. Assistants shall not discriminate in their relationships with colleagues, and with members of other professions on the basis of factors including but not limited to age, disability, ethnicity, gender identity, national origin, race, religion, sex, sexual orientation, or socioeconomic or veteran status.
- H. Assistants with evidence that the Assistants Code of Conduct may have been violated by a certified assistant(s) have the responsibility to work collaboratively to resolve the situation where possible and, where that fails or is not feasible, shall inform the Board of Ethics through its established procedures.
- I. Assistants with evidence that the ASHA Code of Ethics may have been violated by an ASHA member or by an ASHA-certified audiologist or speech-language pathologist have the responsibility to work collaboratively to resolve the situation where possible and, where that fails or is not feasible, shall inform the Board of Ethics through its established procedures.
- J. Assistants shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served.
- K. Assistants shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Conduct and the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- L. Assistants making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Conduct and the Code of Ethics.
- M. Assistants involved in Code of Ethics and Code of Conduct complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

- N. Assistants shall comply with local, state, and federal laws and regulations applicable to their practice.
- O. Assistants who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology section for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- P. Assistants who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology section for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

Reference this material as: American Speech-Language-Hearing Association. (2020). *Assistants code of conduct* [Ethics]. Available from www.asha.org/policy/.

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B. Program Legal and Ethical Requirements

Confidentiality

It is the responsibility of every SLPA student to safeguard the patient's or client's right to confidentiality in all aspects of care. Elements of patient or client information are to be discussed only within the realm of the appropriate clinical/educational setting; e.g., planning conferences, post clinical conferences, and classroom discussions. It is a serious breach of confidentiality to discuss information outside of clinical conferences, seminars, client-centered conferences with agency staff, family, friends, classmates, or in non-related classes. A SLPA student who breaches confidentiality is subject to clinical probation or dismissal from the Program. Students may not photocopy/duplicate any patient/client record from any clinical agency utilized by the SJDC SLPA Program. This includes any electronic records and video and/or audio data as well. Various clinical agencies where students are assigned require students to sign a confidentiality statement prior to participating in agency activities. All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). Summary of the HIPAA Privacy Rule.

Student Behaviors

Unacceptable classroom and clinical behavior/conduct includes, but is not limited to, the following:

1. Interference with the learning of others.
2. Excessive tardiness.
3. Interruptions by excessively talking during class.
4. Intimidation of students and/or faculty (angry, hostile, or violent behavior).
5. Inappropriate/provocative dress/appearance.
6. Use of cell phones or electronic devices during class time.
7. Dishonesty.
8. Sexual harassment.
9. Use of vulgar/obscene language.
10. Any other behavior deemed by SLPA Faculty as unacceptable and which interferes with the learning or safety of others, including those behaviors and activities listed in the SJDC policies and procedures regarding student conduct.

If a faculty member identifies a student who is demonstrating any unacceptable classroom behavior, the faculty member will immediately request that the student leave the classroom

and may call for assistance from the SJDC Police Department when deemed necessary. The student will be counted as absent for the missed class time.

The faculty member will notify the Dean of Health Sciences Division of the incident as soon as possible and document the incident on a Student Contract form. The faculty member and Dean will meet with the student to discuss the behavior and the conditions, which the student must meet (i.e. no further incidents of unacceptable behavior) to avoid dismissal from the Program. The student will be given a copy of the contract listing the specific remediation plan at the time of the meeting.

Failure of the student to correct the unacceptable behavior will result in failure of the course and dismissal from the Program.

Professional Boundaries

As an aspiring health care or educational professional, a SLPA student is expected to strive to inspire the confidence of clients, promote clients' independence, and treat all clients, other agency employees and members of the college community professionally. Clients can expect a SLPA student to act in their best interests and to respect their dignity. This means that a SLPA student abstains from obtaining personal gain at the client's expense and refrains from inappropriate involvement in the client's personal relationships and in personal relationships with all members of the agency care team and college. This includes, but is not limited to, communication via email, cell phone, websites, and all other social media for purposes unrelated to assigned coursework. Posting of any client information even without client name/initials, on any social media site, poses potential HIPPA violation and legal ramifications. Photographs and/or video documentation of client progress may be utilized at each agency's discretion. Such information is considered a component of a client's personal health information (PHI) and must be treated as such.

Students should not accept gifts, gratuities, or payments for meals from clients. Cards or letters of appreciation are appropriate. Gifts for faculty at the end of the course/clinical experience are not expected and are discouraged. A personal note of appreciation is appropriate for agency supervisors at the end of the experience. Professional relationships between student and faculty are expected to be maintained and personal involvement is to be avoided. College policy prohibits faculty members from transporting students in the faculty member's personal vehicle.

Students are expected to use professional communication at all times. Unprofessional or inappropriate communication regarding clinical sites, hospitals, schools, clients, peers, faculty, or the SLPA Program are not acceptable, and jeopardize our professional relationships. Students who are found to be practicing unprofessional communication may be disciplined and may lose their place in the Program.

At no time should the student assume that it is acceptable to address an adult patient, staff, faculty, or administrator by a first name. Adult patients should be asked how they prefer to be addressed. Should the patient not be able to communicate, the student should always use Mr. Mrs., or Ms. or professional title with the patient's last name. Endearments such as "honey," "dear," etc. should be avoided at all times with adults. College personnel, faculty, and administrators should be addressed by their title or degree (Professor, Dr. etc.) or Mr. Ms., Mrs. and last name. In written communications, students should strive to compose

fully-formed messages and not use abbreviated text-type communication. Furthermore, it is a college and Program expectation that all discourse should be defined by civility.

Children in Class (Administrative Policy 9460)

Minor children may not accompany their parent or another adult to any class unless the child is officially enrolled in the class or unless the child is invited to the class by the instructor for instructional purposes. Parents or other adults may not leave minor children unaccompanied on campus while attending classes or at any other time.

Student Drug and Alcohol Testing

The San Joaquin Delta College SLPA Program maintains contractual agreements with clinical agencies used in the education of SLPA students. These agencies require drug and alcohol testing of employees and students. For incoming SLPA students, drug and alcohol screening is required as part of the pre-admission process. For currently enrolled students, drug and alcohol screening is mandatory when there is probable cause and/or reasonable suspicion to believe that the student is under the influence of drugs and/or alcohol while in the classroom and/or clinical settings.

All students accepted into the SJDC SLPA Program will be tested for drug and alcohol use as part of the pre-admission process. If the applicant fails to complete the pre-admission screening test, his/her acceptance to the SLPA Program will be immediately rescinded.

Incoming and currently enrolled students with verified positive test results for alcohol, any illegal drug, or abuse of prescribed or over-the-counter medications or mind-altering substances will be given reasonable opportunity to challenge or explain the results. Where results are confirmed and no medical justification exists, incoming students will not be admitted to the Program and currently enrolled students will not be allowed to participate in clinical activities; thus, they may not meet the objectives required for successful completion of the SLPA Program. Re-application or readmission will be contingent upon the student's satisfactory completion of an approved rehabilitation program. If a student who has been readmitted into the SLPA Program after successfully completing a rehabilitation program fails a subsequent drug and alcohol screen, the student will be dropped from the Program and will be disqualified for readmission.

The California Speech Language Pathology, Audiology and Hearing Aid Dispensers (SLPAHAD) Board expects that schools of SLPAs will ensure that faculty members have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting. A student suspected of being under the influence of drugs and/or alcohol during clinical activities will be immediately removed from the clinical setting and must immediately undergo drug and alcohol screening. Refusal to be tested may be grounds for dismissal from the Program (see specific policy and procedure in Section V.) If a student fails to appear for any requested/required drug and alcohol-screening test, the student will be immediately dismissed from the SLPA Program.

All information regarding drug and alcohol testing and resulting actions (i.e. rehabilitation, dismissal) will be kept confidential and will be maintained in the student's regular file.

Absence and Tardy Policy

The purpose of the absence and tardy policy is to ensure quality education for the student. Because of the large volume of material covered each day, and because clinical laboratory experience validates learning objectives, it is extremely important that absences and tardies be kept at an absolute minimum. Attendance and punctuality are considered important professional responsibilities both in the classroom and in the clinical laboratory.

Students are expected to attend all scheduled theory and clinical classes. In the event of illness or family crisis, the lecturing or clinical instructor should be notified as soon as possible. If the instructor cannot be reached, the student should contact the Health Sciences Division office and report the absence to the Division secretary or leave a voice mail message. Students should refer to the individual instructor's course syllabus and/or clinical guidelines for special instructions regarding reporting of absences.

There are no guaranteed provisions for making up missed clinical experiences. If the student is absent from clinical and unable to complete a required assignment, the student will risk unsatisfactory clinical evaluation.

Missed Exams and Make-Up Tests

If a student has an excused absence on a test day, and the instructor agrees to a make-up exam, the student must make arrangements with the testing instructor to take the make-up test within one week from the date of the missed test. The instructor whose test was missed will determine the testing format for the make-up exam.

Make-up exams or early exams are at the discretion and convenience of the individual instructor, and may result in deduction or loss of points.

Please note: Faculty and Program Director reserve the right to determine acceptability of an absence for the purpose of make-up exams. (Please remember, the semester extends to the final posted day of the term, not the 'usual last day' of class. Because of facility scheduling, faculty may be required to give final exams or provide testing up to the last day of the term.) Family vacations and events should be planned outside of the designated semester. Students should avoid making appointments on the day of class, to prevent scheduling conflicts.

C. Dress Code, Appearance, and Hygiene

Clinical Dress Standards

Appropriate attire is required in the clinical settings. Casual business attire is generally considered appropriate. Professional clothing may include a collared shirt, skirts (knee-length) or slacks (ankle length), in good repair which fit properly, are clean and pressed, and represent conservative attire. Length of skirts and dresses must be no higher than the mid-knee cap (sitting). Sleeveless dresses and tops must not gap or be revealing at the neckline or armholes so as not to show any undergarments. Necklines must be modest and not reveal cleavage. Clothing should be comfortable. Long hair and dangling earrings are a safety issue with aggressive clients who could pull on them therefore it is recommended that the long hair be secured in a knot to the extent possible and long earrings or other jewelry should be removed.

The following are not acceptable in any clinical setting:

- Sun dresses, backless or open back tops, no open work dresses or blouses, halter-tops, midriffs, t-shirts, or tank tops.
- Shorts, capri, or chopped pants (slacks/pants must be ankle length.)
- Sandals, slides, clogs, or thong type of footwear (shoes must have some type of back. Tennis shoes may be worn as long as they are clean and in good repair.)
- Sweat suits or athletic warm-up outfits.

Individual clinical agencies may have differing dress standards; the agency standard takes precedence over San Joaquin Delta College SLPA Program dress code.

Picture identification badge approved by the SLPA Program must be worn above the waist, at eye level, at all times in the clinical area including times outside of regular clinical hours. Student ID badges must have the full name of the student (first and last.)

Compliance

Failure to comply with professional attire, appearance and personal hygiene standards will result in the following:

1st Episode: Warning.

2nd Episode: Performance Improvement Contract outlining explicitly remediation of unprofessional behavior.

Any further single episode of “failure to comply” after a contract has been initiated will be considered a violation of the contract and will result in dismissal from the Program.

The faculty member has the right to proceed immediately to a Student Performance Improvement Contract and/or dismissal from the Program if, in the determination of the instructor, such action is warranted.

Personal Hygiene

Good personal hygiene is essential for the comfort of our clients.

- Strong smelling perfumes or perfumed lotions, sprays or other cosmetics are not allowed.
- Strong body odors or poor oral care is not acceptable in the clinical setting.
- Teeth and Mouth: Clean, without unpleasant odors. Smoking odor on breath will not be tolerated. No gum chewing while in any clinical facility.
- Skin: Clean without unpleasant odors. Bathe and use effective deodorant daily.

- Strong perfumes, colognes, after-shave lotions are not permitted. Many patients are allergic to these scents and children on the Autism Spectrum may not tolerate them as well.
- Makeup: Keep moderate and use muted colors.
- Facial Hair: Beards may not be longer than one inch from the chin. Moustaches must be trimmed, clean, and appropriate.
- Piercings: No visible body or facial piercing, including tongue piercings are allowed.
- Jewelry: If jewelry is determined to be potentially unsafe or inappropriate for clinical practice, removal may be required.

D. Safe Practice Guidelines

Infectious Disease, Aggressive Behavior - Standard Precautions

SLPA students may care for clients with known and unknown illness/disorders. Some clients may present with aggressive behaviors associated with such (i.e. Autism Spectrum Disorders, traumatic brain injury, emotional/behavioral disorders.) This implies a certain risk to the SLPA student as a therapy provider. This risk can be mitigated by strict adherence to accepted infection control guidelines and clinical site behavior management systems. These guidelines include personal protective equipment and follow procedures to prevent contact with blood or other potentially infectious materials at all times. These protective devices and procedures include, gloves, gowns, mask, protective eyewear and appropriate handling/disposal of contaminated material. Students working with aggressive behavior clients need to follow the behavior intervention plan included in the client treatment plan as appropriate.

Guidelines to Prevent Transmission of Disease

Students are responsible for maintenance of all required health assessments, vaccinations, and screening tests required by clinical facilities. Students are required to present copies of these clinical requirements to the tracking system designated by the Health Sciences Division prior to their due dates. The student will not be allowed to attend clinical until all requirements are documented as directed.

Students are required to rigorously adhere to infection control guidelines of the college, the Health Sciences Division, the Center for Disease Control (CDC), and the individual health care facility/educational agency in which they are working including standard precautions and personal health guidelines.

The student, who enters the SLPA Program with a pre-existing medical condition, or who contracts a potentially infectious disease while in the SLPA Program, has the responsibility to protect the health and safety of clients and other health care personnel. This may be accomplished by adhering to the aforementioned infection control guidelines and policies, as well as maintaining optimal personal health and avoiding unnecessary exposure to clients as well as fellow health care personnel.

Any student with a medical condition which may pose a risk to the client, or who is placed “at risk” by caring for clients with infectious diseases, should review the student’s health care responsibilities with their personal physician and the Health Sciences Division Dean, to clarify student and institution responsibilities and requirements.

The student must inform the Health Sciences Division Dean, the course instructor, and the clinical supervisor of his or her condition. It is not necessary for the student to divulge the actual medical diagnosis, only that the student is “at risk” or may pose a risk to patients. Students are entitled to their privacy and are not obligated to disclose their blood-borne infection status to patients, peers, or administrators.

A student with AIDS or any infectious disease, who is symptomatic, must not be involved in direct patient care. There is no known contradiction for the student with AIDS or any infectious disease, who has recovered from an acute illness and receives a clearance from a physician, to return to the clinical laboratory. Written clearance, however, must be obtained from the primary physician and must be presented to the course instructor prior to re-entering or returning into the clinical setting.

A student who is exposed or potentially exposed to an infectious disease during patient care must report the exposure immediately to the course instructor.

NOTE: Students who refuse vaccination for any reason may be prohibited from participating in clinical experiences at agencies utilized by the San Joaquin Delta College Speech Language Pathology Assistant Program. This may result in the students’ inability to meet the clinical component of the Program and dismissal from the SLPA Program.

E. Special Health Concerns

Pregnancy

Should a student enter the Program pregnant, or become pregnant during the school year, the student must inform her advisor and faculty. There are areas of clinical practice that could pose risk to the unborn child. A statement from the physician/midwife/nurse practitioner regarding ability to continue in the SLPA curriculum, specifically in regard to class and clinical assignments, is required. Students are responsible for meeting all class and clinical assignments as scheduled. Missed time in class and clinical due to health concerns may be treated, as any other absence and withdrawal from the Program may be necessary. After delivery, a statement from a physician/midwife/nurse practitioner verifying clearance to return to student SLPA duties is required.

Clinical Injury or Illness

When a student receives an injury or becomes acutely ill in the clinical setting, the course instructor or designated responsible party shall be notified. A determination shall be made if the student is in need of referral to one or more of the following:

- Emergency Room: used for treating injuries/illnesses requiring immediate assessment and treatment (i.e. trauma.)

- Employee Health Service: if available, may be used to provide a record of the injury and/or illness.
- Private Physician: for health problems that are not emergency in nature and do not involve possible liability on the part of the agency, or for health clearance to return to class.
- No referral required. Students should be sent to the Emergency Department in the nearest facility for needle sticks, splashes, or other contamination incidents. The faculty member will then notify the Health Sciences Division Dean of the incident, document the injury/illness on college forms and provide them to the college within 24 hours.

F. Evaluation and Grading

General Information

California Education Code Section 76224 (a) states: “When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be a grade determined by the faculty member(s) of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final.”

The professor will identify methods of evaluating student performance at the beginning of the course. Both lab and lecture (theory) aspects of each course must be passed. Failure in the lab or the lecture part of any course results in re-taking the entire course.

Course Grade

Students in the SLPA Program must earn a minimum theory grade of “C” in all SLPA courses and have a satisfactory performance rating in the clinical lab in order to progress in the SLPA Program. All clinical assignments and competencies are satisfactory or unsatisfactory. If the clinical behaviors are determined to be unsafe at any juncture, then the student will fail the course.

G. Guidelines for Determining Unsafe Clinical Practice

To ensure unsafe practice does not occur, the student will practice within the boundaries of the level of clinical training received and adhere to the guidelines of the course. The student will also practice according to the San Joaquin Delta College and relevant professional association’s Code of Ethics.

Unsafe conduct is that behavior which is likely to cause injury to others by any act, practice, or omission that fails to conform to the accepted standards of the SLPA Program and which results from conscious disregard for the health and welfare of the others and of the client under the student’s care and includes, but is not limited to, the conduct listed as follows:

- Violating the confidentiality, or releasing information or knowledge concerning the client, except where required by law.

- Knowingly or consistently failing to report or document a client's responses, progress and/or treatments; failing to make entries; destroying entries; and/or making false entries in records pertaining to the giving of treatments.
- Failing to follow the policy and procedure for client safety in effect at the facility at which the student is assigned.
- Diverting, in connection with the practice of a SLPA, supplies, equipment, or personal items of the client, employer, or any other person or entity.
- Passing or attempting to pass a forged, altered, or falsified clinical document.
- Attempting to perform SLPA techniques or procedures, or both, in which the student is untrained by experience or education and without appropriate guidance and supervision by a supervising SLP or instructor.
- Causing, suffering, permitting, or allowing physical or emotional injury to the client or failure to report same in accordance with the incident reporting procedure in effect where the student is assigned.
- Leaving a SLPA student assignment without notifying appropriate personnel.
- Failing to report to the SLPA Program within a reasonable time of the occurrence, any violation of duly promulgated rules, regulations, or orders.
- Providing any information for admission that is false, deceptive, or misleading, or failing to disclose any information that could affect the decision on admission or licensure (felony conviction.)
- Reporting to assigned clinical areas under the influence of psychoactive drugs.
- Falsifying information, written or verbal.

Student Participation in Program Planning and Evaluation

Students are expected to participate actively and concurrently in planning and evaluating the Program. In addition to completing course evaluations, student representatives may attend advisory, general faculty, evaluations, student affairs, policy and procedure and curriculum committee meetings. The students may bring student issues and input to the meetings, and relay information back to their respective student groups.

Guidelines for Student Success

Speech Language Pathology is an exciting and fulfilling career, and the faculty and staff of the SJDC SLPA Program are committed to providing curriculum and clinical experiences necessary to become a licensed SLP Assistant. Student success will be equal to student commitment. Following are the best practices for the SLPA students during the program:

1. Stay healthy. Eat well, get quality rest, and get some exercise in the fresh air every day.

- a. Fast food may be easy, but the lack of high quality nutrition will take its toll on the body.
 - b. Make time for enough sleep and rest. In the middle of a busy SLPA school schedule, sleep is often sacrificed first.
 - c. Create and stick to a formal exercise plan; even if it's just parking in the farthest space from class.
2. Join a study group. Why take part in a study group? Here are some reasons:
 - a. Get Questions Answered: A study group can be one of the best places to get questions answered about confusing/difficult course material. Often, one member of the study group will understand some of the material, and others will find other elements easier to learn.
 - b. Build Confidence: Taking turns in explaining the difficult parts helps build confidence in all the members. And when no one understands it, the group can all go together for help. The study group allows for a good course review, so even when a student understands material, it is good to review the material by explaining it to someone else.
 - c. Develop Self Discipline: The study group decides on a meeting time and then everyone agrees to the schedule.
 - i. The student will have to prioritize and adapt to keep a commitment to study.
 - ii. The student will support the team and become responsible for the group effort.
 - d. Learn Problem-solving Skills: Everyone in a study group can improve his/her problem-solving abilities, by working together to solve difficult questions.
 - i. Different people have individual ways to approach problems, conduct research, and reason out answers.
 - ii. As your group works spends more time together, everyone will learn the skills required to solve many types of problems.
 - e. Learn Teamwork Skills: Being a good a good team member is a skill that can only be learned by doing. There are definitely challenges to working in a group, but the rewards outweigh these challenges.
3. Use the syllabus. The syllabus contains information critical to your success.
 - a. The unit objectives are the source of the exam items.
 - b. Be sure you understand what is being asked of you in each objective, and how you will be expected to display your mastery of the objective.
 - c. Ask your faculty member for examples if you are unsure of what is expected.
4. Use your SLPA instructor's office hours for help with review, testing concerns, and clarification.
 - a. Faculty members have five office hours a week dedicated to helping students.
 - b. Faculty members' office numbers are listed on the Health Sciences Division webpage, and in this student handbook.
5. Be sure you understand your assignments.
 - a. What are the requirements?
 - b. What are the expectations for format, grammar, font, etc.?

- c. What is the faculty member looking for?
 - d. What feedback will you receive?
 - e. What are you expected to do with that feedback?
6. Study effectively and efficiently.
- a. Reading complex textbooks is very different than recreational reading. Try this website: www.athabascau.ca/counselling/whats_in_it_for_me.php
 - b. Use your personal learning preferences. Don't know them? Try this website: <http://www.learning-styles-online.com/inventory/>.

H. Graduation with the AS Degree for Speech Language Pathology Assistant

An evaluation of coursework for the Associate in Science degree in Speech Language Pathology Assistant should be requested early in the Program. Prior to requesting an evaluation for the degree, make certain that all official transcripts from other colleges have been submitted to the college Admissions and Records Office.

California Senate Bill 1393: students who have earned a Baccalaureate or higher degree from an accredited college are only required to complete the coursework required for the registered SLPA Program, including prerequisites and SLPA coursework. These students are not required to complete any other courses to meet graduation requirements for the associate degree. However, to apply for licensure through the CA Speech Language Pathology, Audiology and Hearing Aid Dispensers Board (SLPAHAD), SJDC SLPA Program graduates are required to complete those prerequisite and co-requisite courses listed within the SLPA Degree. This applies to undergraduate or graduate degrees from another discipline not SLP/Comm Dis

SLPA Associate Degree graduates must complete the application for licensure through the California SLPAHAD Board. Instructions are available on the website (www.speechandhearing.ca.gov) and the process is discussed in the final weeks of Comm Dis 009. Graduates wishing to apply for National Certification must complete a written exam as well as a supplemental application. Instructions are available on the website ASHAAssistants.org and the process is discussed in the final weeks of Comm Dis 009.

I. SLPA Advanced Placement Certificate

As previously stated, only students who have completed an undergraduate degree in SLP/Comm Dis are eligible for this option. Certificate completers provide an official transcript upon application to the program to verify eligibility.

SLPA Advanced Placement Certificate completers must complete the application for licensure through the California SLPAHAD Board. Instructions are available on the website (www.speechandhearing.ca.gov) and the process is discussed in the final weeks of Comm Dis 009. Graduates wishing to apply for National Certification must complete a written exam as well as a supplemental application. Instructions are available on the website ASHAAssistants.org and the process is discussed in the final weeks of Comm Dis 009.

Section V: Special Circumstances

A. Student Conduct

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of San Joaquin Delta College as previously outlined in this handbook as well as the American Speech Language and Hearing Association's Code of Ethics. Part of the student's education focuses on preparing him/her for the work force. In order to meet this goal, a discipline policy, which is modeled after typical employment policies, is followed in order to facilitate the graduates' transition into the workforce. It is critical that the Program groom students as total professionals in order to achieve future success.

Faculty members are committed to assist students toward successful course and program completion. Therefore, Speech Language Pathology Assistant students who are not meeting course objectives in theory or clinical courses will be apprised of their performance status using a progressive discipline process. Progressive discipline allows a student time to correct problem behavior without immediate threat of dismissal. For students, progressive discipline sets clear standards and warns of consequences for noncompliance. It assures predictable, progressive, and equitable treatment. Examples of behaviors that can lead to progressive discipline include but are not limited to:

1. Disruptive behaviors in the classroom.
2. Disrespectful behaviors toward the instructor (clinical or classroom.)
3. Perceived threatening behaviors to faculty or peers.
4. Failure to adhere to the dress code.
5. Failure to complete assignments.
6. Clinical or Theory performance issues.
7. Attendance and tardiness concerns.

B. Progressive Discipline

Step 1: Warning

The instructor provides the student with a verbal warning and written feedback as to his or her status. The instructor counsels the students regarding criteria for successful completion of the course and makes recommendations for improvement. Recommendations may include, but are not limited to: review of program policies and procedures, utilization of peer study groups and referral to the Reading Writing and Learning Center. At the discretion of the instructor and depending on the situation, the instructor may defer the warning and proceed to the Performance Improvement Contract (see form sample in appendix) or immediate withdrawal/course failure.

Step 2: Student Conference and Performance Improvement Contract

The student meets with the instructor in a formal conference to review the performance deficit. A written Performance Improvement Contract will identify specific course or program objectives that have not been met, as well as a timeline to meet the objective so the student can successfully progress through the Program. If at any time the student does not comply with all terms outlined in the Performance Improvement Contract, the student may be withdrawn from the course and/or program. The contract explicitly states the expectations that must be followed during the probationary period and is signed by all parties.

Step 3: Course Failure or Withdrawal from Program

If the student fails to meet the objectives of the Student Performance Improvement Contract, the student may fail the course or be dismissed from the Program. Some situations do not allow for the progressive discipline process due to the severity of nature or the timing of the occurrence. Incidents of this nature may require the student to be immediately placed on contract or withdrawn from the Program. Examples of these include, but are not limited to:

1. Violations of patient confidentiality.
2. Academic dishonesty.
3. Falsification of documentation.
4. Unprofessional behavior that seriously jeopardizes patient, student, staff, or preceptor safety.

Note: If the occurrence is past the official college date for withdrawal from the course, the student will receive a grade of “F” for course failure.

The withdrawing student must meet with the course instructor to complete all exit forms and have an exit meeting within two weeks of the withdrawal. The student is required to return any equipment or items that belong to the Health Sciences Division or clinical agencies. Failure to do so may result in a hold on student records and compromise the student’s standing at San Joaquin Delta College.

Critical Student Incident

A Critical Student Incident form will be completed whenever a student is involved in an adverse occurrence in the clinical setting which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.). Examples of serious/critical adverse occurrences include, but are not limited to, the following:

1. Negligent acts resulting in endangerment to another.
2. Violations of agency and/or school policies and procedures, which endanger another.
3. Evidence of being under the influence of drugs/alcohol during clinical experiences.
4. Falsification of information.

The critical incident shall be immediately reported to all appropriate parties including the Director of the SLPA Program. The student will be immediately relieved of further clinical responsibilities. The clinical instructor and the Director shall confer to discuss the nature of the incident and its severity. It is the student's responsibility to make an appointment with the instructor and with the Director within one week from the date of the incident.

The student may not continue to participate in clinical experiences until he/she has been cleared by the instructor. Based on the seriousness of the incident, the student may receive a grade of "Fail" for the clinical portion of the course.

Should the student be allowed to continue in the clinical rotation, the Critical Student Incident form will be attached to the student's Clinical Evaluation Tool. The incident and a written remediation plan will be outlined in the CET and the student's clinical performance will be closely monitored throughout the remainder of the semester.

A letter documenting the incident, the remediation plan, and the consequences of further violations in clinical performance will be given to the student with a copy placed in the student's file.

C. Program Withdrawal and Re-entry

SLPA Program Re-entry Policy

Definitions:

Course failure: Failure to attain a cumulative score of seventy percent (70%) at the end of the theory portion of the course or failure to meet clinical objectives (unsatisfactory) by the end of the clinical portion of the course.

Re-entry: The student's ability to return to the SLPA Program at the point of course failure. Return to the course of failure to the SLPA Program after successful completion of the remediation process.

Good standing: A student who is maintaining a minimum of seventy percent (70%) in the theory portion of the course and is meeting all course objectives in the clinical portion of the course and is not on a Student Performance Improvement Contract.

Unsafe: See Section IV: Guidelines for Determining Unsafe Clinical Practice

Student Initiated Withdrawals

An official withdrawal must be initiated by the student. A "W" on transcript does not compute into the GPA. Refer to the SJDC Student Handbook and current Class Schedule for withdrawal deadlines. Failure to initiate a "W" prior to the college deadline may result in a failing grade.

Return to the Program after Withdrawing in Good Standing

Students who withdraw for reasons other than failing a course (personal or health) and are in good standing may petition to re-enter the Program at the point of withdrawal. Students who

have been dropped from the program due to inactivity may also re-apply to the program. To do so the student must complete a re-entry request form and submit a letter to the SLPA Program Director. The letter must address the reason the student left the program and the semester the student requests re-entry.

Return to the Program after Course Failure – Comm Dis 003 and Comm Dis 009

Any student who fails or withdraws from the clinical portion of the course and has been identified as clinically “unsafe” will not be eligible to re-enter or to apply to any San Joaquin Delta College SLPA or Health Science Program/Course. See Section IV: Guidelines for Determining Unsafe Clinical Practice.

The re-entry process for students who exited the program due to theory and/or clinical failure but who were not identified as clinically “unsafe” shall be as follows:

1. Meet with the course instructor where the failure occurred to discuss problems and discuss a remediation plan including timelines for completion.
2. Submit an application for re-entry by completing a re-entry request form and a letter to the SLPA Program Director. The letter must address the reasons the student left the program, proposed timeline for completion of remediation and the semester the student requests re-entry.
3. Attend a required exit interview with the SLPA Program Director within two weeks of leaving the program to discuss barriers that limited success and review the re-entry remediation plan.
4. Re-entry after a second course failure will depend upon space availability and will require approval from the Dean of Health Science and the SLPA Program Director.
5. Re-entry after more than 2 years since course failure will require the student to pass an exam regarding theory and clinical content as developed by SLPA instructors to demonstrate competence in prerequisite course learning outcomes prior to re-admittance to the Program at the point of failure.

D. Remediation Policy

The purpose of a remediation plan is to direct the student toward corrective action. A remediation plan is a prescription of strategies to enhance student learning and promote future success in the SLPA Program.

Remediation may be prescribed during a course when a student’s performance is unsatisfactory and the student has been placed on a Student Performance Improvement Contract (See Progressive Discipline). Remediation may also occur as a contingency for Program re-entry after a course failure.

Upon successful completion of the remediation plan, the student applies for re-entry that is contingent upon space availability.

Remediation Procedure

Upon course failure, or course withdrawal with a failing grade or unsatisfactory clinical evaluation, the student must:

- Meet with the course instructor and/or course coordinator to develop the written remediation plan and timelines for completion.
- Apply for re-entry as stated above.

E. Policy – Alcohol or Drugs, or Emotional or Mental Illness

SJDC Administrative Procedure 5500

In accordance with San Joaquin Delta College student conduct policy AP 5500 and contractual agreements with clinical agencies, SJDC Health Sciences Division has established policies and procedures to address student behaviors related to use of alcohol or drugs, or emotional or mental illness.

The SLPA student must be emotionally and mentally healthy and free of any illegal drugs/alcohol in all San Joaquin Delta College SLPA classes, clinical assignments, and community service activities, as consistent with SJDC Board Policy 5500. Additionally, students may not be impaired by any prescribed medication while attending any school function.

Problem behaviors may include, but are not limited to, the following:

- **Physiologic**
 - Slurred or rapid speech.
 - Trembling hands.
 - Persistent rhinorrhea.
 - Altered pupil dilation.
 - Flushed face.
 - Red eyes.
 - Odor of alcohol.
 - Tachycardia.
 - Somnolence.
 - Unsteady gait.
 - Declining health.
- **Behavioral**
 - Irritability and mood swings.
 - Isolation or avoidance of group work.
 - Pattern of absenteeism and tardiness.
 - Decreased clinical and academic productivity.
 - Fluctuating clinical and academic performance.
 - Change in dress or appearance.
 - Inappropriate or delayed responses.
 - Elaborate excuses for behavior.

- Decreased alertness/falling asleep in class/clinical.
- Dishonesty.
- Inappropriate joking about drug and alcohol use (Keltner, et al, 2007; Varcarolis, et al, 2006; Coleman, et al., 1997.)

CA Speech Language Pathology, Audiology and Hearing Aid Dispensers Board

SLPA faculty of San Joaquin Delta College concurs with the California Speech Language Pathology, Audiology and Hearing Aid Dispensers Board statements regarding alcoholism, drug abuse and mental/emotional illness and recognizes that:

- These are diseases and should be treated as such.
- Personal and health problems involving these diseases can affect one’s academic and clinical performance, and that the impaired SLPA student is a danger to self and a grave danger to the clients in his or her care.
- SLPA students who develop these diseases can be helped to recover.
- It is the responsibility of the SLPA student to voluntarily seek diagnosis and treatment of any suspected illness.
- Students are required to report any change in health status and provide clearance to participate in unrestricted activities essential to SLPA practice.
- Confidential handling of the diagnosis and treatment of these diseases is essential.
- Student performance must be free of any evidence of impairment.
- Client safety is always the number one priority.

CA Code of Regulations

In compliance with the guidelines from the California Speech Language Pathology and Audiology and Hearing Aid Dispensers Board Consumer Protection Enforcement Initiative (California Code of Regulations Sections 1399.150.3, 1399.151, 1399.156, & 1399.156.5 regarding students suspected to be impaired by alcoholism, drug abuse and emotional illness, the SLPA faculty will:

- Offer appropriate assistance, either directly or by referral.
- May require, at student expense, random drug testing through an approved lab.
- Have the responsibility and authority to take immediate corrective action with regard to the student’s conduct and performance in the clinical setting.
- Inform SLPA students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice as a SLPA in the state of California.

Procedure for Dealing with Impaired Student Incident

First Incident of Impairment

If a student is exhibiting behavior that suggests impairment by alcohol, drugs, and/or emotional/mental illness, the SLPA faculty, maintaining confidentiality at all times, will:

1. Remove the student from client care immediately and report to staff.
2. Identify problem behaviors and physiologic signs with the student and allow student an opportunity to explain behavior and provide additional relevant information.
3. Require blood and/or urine testing in an approved lab immediately at student expense. Failure to provide a legal specimen when requested will result in immediate dismissal from the Program without opportunity for readmission. These labs are located in:
 - a. The emergency department at local hospitals.
 - b. The closest approved clinic for the facility without an emergency department or laboratory.
 - c. In a facility without a lab on-site, the student will be sent by taxi (at student expense) to a clinic for testing.
4. Notify the Health Sciences Division Dean or SLPA Program Director. The office of the Dean will then notify the student's emergency contact person to take the student home after blood and/or urine testing has been completed. Inform the student, prior to leaving the facility, that he/she may not return to class or clinical until he/she has met with the clinical instructor and Program Director to discuss the incident, test results, and follow-up.
5. Document the incident on a Student Performance Improvement Contract and any other necessary college or facility incident reporting forms.
6. Meet with student and Dean or designee as soon as possible to:
 - a. Review documentation.
 - b. Provide student with the opportunity to offer further explanation and additional relevant information.
 - c. Review results of student drug screen.
 - d. Review with student the SJDC SLPA policy for Alcoholism, Drug Abuse and Emotional Illness and potential academic/clinical consequences.
7. Determine, in consultation with clinical supervisor, course instructor, clinical instructor, Dean or designee, mental health content expert, if a policy violation has occurred and whether the procedure should move forward.
8. Notify student of decision and, if carried forward, secure written agreement to seek comprehensive substance abuse and/or emotional/mental illness evaluation and treatment.

9. Inform student he/she may not participate in class or clinical until the evaluation is obtained. Refusal to obtain an evaluation, as required in this policy, results in dismissal from the Program without readmission privileges.

The student will be required to have an evaluation and treatment plan developed by a licensed physician or licensed professional in the field of chemical dependency and or addiction medicine. The treatment plan must include random drug testing once or twice per month. A minimum of six months of treatment and clean drug tests must be documented and submitted before consideration will be given for readmission. Readmission is not guaranteed, but on a space available basis.

1. If evaluation does not substantiate a substance abuse/emotional mental illness problem, student returns to class with no negative academic/clinical mental consequences.
2. If evaluation does substantiate substance abuse and/or emotional/mental illness, the student agrees to abide by the policy. Student signs agreement to participate in treatment program and to have progress monitored (including random drug screens) by the SJDC SLPA Program. The student will be required to withdraw from the semester to focus on treatment and to build a record of sobriety and recovery through documented compliance with the treatment program and clean random drug testing. The student will be permitted to reapply to the SLPA Program after 6 months of documented compliance with treatment and clean urine drug screens, if approved by the treating health care professional. Such students will be required to continue to submit random drug screens when requested, at their own expense.
3. If evaluation does substantiate a substance abuse/emotional illness problem and the student refuses to abide by the policy of enrollment in a treatment program and ongoing monitoring, the student will be dismissed from the Program without readmission privileges.
4. Students previously identified as impaired will voluntarily abstain from drinking alcohol and may not participate in clinical assignments if they are taking any controlled substance, whether prescribed or not.

Second Incident of Impairment

Any further incident of impairment after readmission will result in being dropped from the SLPA Program with no option of readmission. The student will be counseled regarding rehabilitation and career change.

Refusal to Obtain Treatment

If a student is impaired by substance abuse and/or emotional illness and refuses assistance/treatment, the SLPA faculty will:

1. Immediately dismiss an impaired student from the clinical setting in order to provide for patient safety.

2. Meet with the student to determine the extent of the problem and document counseling session regarding program ramifications.
3. Offer appropriate assistance, either directly or by referral.
4. Drop student from SLPA Program due to unsafe practice with no option of readmission unless treatment is completed within a one-year period.

F. Student Grievance Procedures

For student grievances regarding the classroom (theory) component of a SLPA course, the student will be referred to most current version of San Joaquin Delta College Administrative Policy 5530: Student Rights and Grievances.

Following is an excerpt from this policy:

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination/complaints as prohibited by Title IX of the Higher Education Amendments of 1972 shall be resolved using the procedure described in Procedure 1411.
- Sexual harassment complaints shall be resolved using the procedure described in Procedure 1411.
- Financial Aid.
- Illegal discrimination shall be resolved using Policy 1400/Procedure 1401.
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: “When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final.” Student concerns regarding the awarding of grades (except as a result of actions described above as grounds for student grievance), shall be resolved through petitions for a change of grade, AP 4231. Grade change petitions are available from the Vice President of Student Services.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.
- One or more acts of intimidation, harassment, or physical aggression, or a reasonably perceived threat of same.

- Arbitrary, capricious, or improperly discriminatory action affecting the evaluation of, or impeding the progress of, the student's academic performance or achievement.
- Improper or unwarranted imposition of discipline.
- Infringement of any right specifically granted to the student by a duly established College rule or regulation.

Students with concerns regarding professional/clinical issues within programs that have specialized grievance procedures must follow the procedures listed in the specific program handbook (See Below).

- Associate Degree and Vocational Nursing Program
- Radiologic Technology Program
- Speech Language Pathology Assistant Program
- Law Enforcement Police (POST) Academy

The following are not grounds for use of the student grievance procedure:

- Student disciplinary actions, which are covered under separate Board policy and Administrative Procedure.
- Challenges of course or program prerequisites or co requisites, which shall be resolved through the procedure described in AP 5052.
- Appeals of citations issued for campus parking violations, which shall be resolved through the procedure described in Procedure 9641.

Clinical Grievance Procedure in the SLPA Program

Policy

Under AP 5530, the SLPA handbook grievance policy and procedure is to be used for all situations in which a student wishes to file a formal complaint regarding a clinical determination that results in discipline or dismissal.

If the student wishes to file a formal complaint about the theory component of any course, or any other issue excluding clinical/laboratory problems, the student will follow SJDC AP 5530 procedures as outlined in the previous section of this student handbook.

Grievance

A formal complaint filed by a student under the procedures established by this policy in an attempt to resolve a dispute involving a clinical determination of an "unsafe" practice and/or failure to meet the clinical objectives as outlined in the specific course objectives. (See Section VI - D)

Informal Step

The first step in resolving clinical performance problems is for the student to meet with the assigned instructor(s). The instructor(s) and the student will establish a contract with specific recommendations and timelines to meet the standards and objectives as defined in the SLPA Program Student Handbook and/or the specific course syllabus.

Formal Step

Failure of the student to meet the recommendations within the established timeline will be cause for dismissal from the Program. The SLPA Program Director will notify the student, in writing, of the recommendation for dismissal. Upon notice of dismissal, the student has five (5) college days to appeal the decision in writing to the SLPA Program Director. The SLPA Program Director will notify the Dean of Health Sciences Division to convene a Professional Hearing Panel. While waiting for the hearing panel to convene, and prior to the decision of the hearing panel, the student may continue in the theory portion of a course.

The Professional Hearing Panel

The panel shall consist of:

- The Dean of Health Sciences Division, SLPA Program Director, or designee shall serve as chairperson of the panel.
- An instructor from the SLPA Program, not directly involved with the action that the student is appealing, shall be appointed by the chairperson of the panel.
- The SLPA Program Director or designee.
- The SLPA Program Director or designee, from the clinical facility to which the student is assigned.
- A professional SLP with expertise in the area of the question shall be designated by the SLPA Program Director.
- Two students from the SLPA Program of a higher level or the same level as the grievant who shall be appointed by the SLPA Program Director. This student must be mutually acceptable to both the student and instructor(s) involved in the grievance.
- A SLPAHAD approved SLPA instructor shall be designated by the grievant. The grievant will notify the SLPA Program Director in writing of the selection.

Notification

The Chairperson of the Health Sciences Division will assume responsibility to contact and notify all panel members and the grievant.

The hearing shall be closed to the public unless either party notifies the Chairperson of the Health Sciences Division two days in advance that a public hearing is desired.

Duties of the Panel

Within ten (10) days of receiving the formal written grievance, the panel will be appointed and convene the hearing. Testimony will be heard from the student, the instructor(s), and other affected parties. All proceedings of the hearing will be recorded either electronically or through transcription, with the exception of the panel's deliberation.

The professional hearing panel may uphold the dismissal, or may recommend a plan for remediation. The written decision must be sent to both parties within seven (7) days of the convening of the panel. Both the instructor(s) and the student will be bound by the findings of a majority of the panel. The plan will include a contract with specific recommendations and timelines and must be signed by the student, the instructor(s), and the Chairperson of the hearing panel.

Failure of the student to fulfill the remediation plan will result in a failing grade in the course and dismissal from the Program.

The chairperson of the hearing panel will meet with the instructor(s) if it appears the student is failing to be fulfilled before application for readmission can be made, if readmission is possible.

Section VI: Forms

A. Form Example: Clinical Therapy Evaluation

<p>San Joaquin Delta College, Stockton Speech Language Pathology Assistant Program</p> <p>Clinical Therapy Evaluation</p>	
SLPA Student: _____	Site: _____ College Supervisor: _____
Date: _____	Disorder/Goal: _____ Time: _____
<p>The following rating categories are used to rate student progress in therapy performance listed below:</p> <p>(3) Outstanding: exceeds most expectations (2) Average: exceeds minimum expectations (1) Satisfactory: meets absolute minimum expectations (0) Unsatisfactory (N/A) Not applicable</p>	
<p>KEY TEACHING STRATEGIES</p> <p>_____ Target behaviors modeled accurately _____ Target-specific feedback provided consistently _____ Brief summary of performance given after each activity _____ Therapy techniques appropriate for client's age/developmental level and disorder _____ Appropriate home assignments given with written instruction and demonstration</p>	
<p>SESSION DESIGN</p> <p>_____ Clear pre-instruction given for each target behavior _____ Communication style adapted to needs of the client (vocabulary, language level, nonverbal communication) _____ Appropriate interpersonal skills; establishing rapport, motivating client _____ Poised, confident demeanor _____ Appropriate pace and amount of target productions _____ Creative and appropriate therapy materials _____ Appropriate proxemics _____ Objectives for each client integrated into group sessions</p>	
<p>BEHAVIOR MODIFICATION</p> <p>_____ Appropriate type of reinforcement _____ Appropriate schedule of reinforcement _____ Client behavior managed consistently in a firm yet nonthreatening manner</p>	
<p>DATA COLLECTION</p> <p>_____ Ability to judge responses accurately _____ Consistent, accurate data collection _____ Data from previous session used to determine current therapy tasks and reinforcement</p>	
<p>COMMENTS</p> 	
College Supervisor _____	Student Intern _____
<p>(Signatures verify observation and conference)</p>	
<p><small>Adapted from <i>Treatment Resource Manual for Speech Language Pathology</i>, 4th edition Roth, Worthington, c. Cengage Learning 2011.</small></p>	

B. Form Example: Evaluation of Student

**SAN JOAQUIN DELTA COLLEGE–SLPA PROGRAM
PERFORMANCE-BASED COMPETENCY ASSESSMENT
FOR SPEECH LANGUAGE PATHOLOGY ASSISTANTS
EVALUATION OF STUDENT**

Student Name _____ Site _____ Dates _____

Supervisor’s Name _____

Instructions: A performance-based competency assessment form must be completed whenever a Speech Language Pathology Assistant is assigned to a fieldwork site. The primary supervising Speech Language Pathologist (SLP) will complete this performance-based competency checklist twice during the practicum. The first evaluation should be a baseline and should occur after the student has completed 2-3 weeks of direct contact with clients. The final should be completed at the end of the experience. To the extent possible and appropriate for your setting, try and provide opportunities for practice in all of the competencies. This form requires signatures/dates from you and the SLPA student.

In order to pass the clinical portion of this experience, students may not have more than two (2) areas of “needs improvement” (N) and four (4) areas of “emerging” skills (E). Not more than one (1) area of “needs improvement” can be under the heading of “providing direct services to clients/patients.”

As you rate these skills, please use the following descriptors:

- D = demonstrated
- E = emerging
- N = needs improvement
- N/A = no opportunity to observe

CONDUCT IN WORK SETTING

	Progress Eval.	Final
1. Arrives punctually and prepared for work related activities.	_____	_____
2. Completes tasks as assigned in a timely manner.	_____	_____
3. Maintains personal appearances and language expected for the specific work setting.	_____	_____
4. Evaluates own performance.	_____	_____

INTERPERSONAL SKILLS	Progress Eval.	Final
1. The speech-language pathology assistant conducts self in a courteous and appropriate manner during interactions with clients/patients, families, caregivers and staff.	_____	_____
2. Use verbal and non-verbal language, including appropriate eye -contact and physical distance, with consideration for a person’s developmental age, educational level, communication style and communication disorder.	_____	_____
3. Accurately restates information/concerns expressed by the client, family, and/or caregivers, as appropriate.	_____	_____
4. Is courteous and respectful in various communication situations.	_____	_____
5. Responds appropriately to client, family, caregiver emotional states and/or behaviors.	_____	_____
UNDERSTANDING OF CRITICAL SUPERVISION ISSUES		
1. Implements treatment protocols only after appropriate training and only as prescribed by the supervising SLP.	_____	_____
2. Uses screening instruments only after training, and only as prescribed by the supervising SLP.	_____	_____
3. Seeks clarification as needed from the supervising SLP in order to follow the prescribed screening and/or treatment protocols.	_____	_____
4. Accepts and uses feedback from the speech -language pathologist, demonstrating a commitment to safe, effective and ethical service delivery practices.	_____	_____
PROVIDING DIRECT SERVICES TO CLIENTS/PATIENTS		
1. Identifies self as a speech-language pathology assistant and wears name tag at all times that identifies self as an assistant.	_____	_____
2. Accurately administers screening instruments prescribed by SLP, and computes and reports the results.	_____	_____
3. Accurately reports the results of screening protocols, and identifies and describes other clinically relevant information observed during the screening process to the supervising SLP.	_____	_____
4. Prepares treatment/screening materials prior to the beginning of each session, as directed by the supervising SLP, assuring that such materials are appropriate to the client/patient’s age, developmental level, culture and communication disorder.	_____	_____

PROVIDING DIRECT SERVICES TO CLIENTS/PATIENTS (Continued)		
	Progress Eval.	Final
5. Starts and ends sessions on time, and follows the treatment protocols developed and prescribed by the supervising SLP.	_____	_____
6. Provides appropriate stimuli to elicit target behaviors, as prescribed by the supervising SLP.	_____	_____
7. Provides instructions or explanations to the client/patient that are clear, complete and appropriate to the client/patient's developmental level, language use, level of understanding, and communication disorder.	_____	_____
8. Use appropriate cues/prompts with the client/patient that are clear, complete and appropriate to the client/patient as defined by the supervising SLP.	_____	_____
9. Provides relevant and appropriate feedback/reinforcement to the client/patient on his/her responses as prescribed by the supervising SLP.	_____	_____
10. Maintains on-task or redirects off-task behavior of clients/patients in individual or group treatment consistent with the client's developmental age, communication style and communication disorder as prescribed by the supervising SLP.	_____	_____
11. Accurately records target responses and behaviors as prescribed by the supervising SLP.	_____	_____
12. Accurately documents client/patient performance at the end of each treatment session according to the protocol prescribed by the supervising SLP.	_____	_____
13. Seeks assistance, clarification and/or additional instruction, as needed, from the supervising SLP in order to follow prescribed screening or treatment protocols.	_____	_____
14. Appropriately ends each phase of treatment according to the prescribed protocol and does not proceed with the next level of treatment unless the treatment plan has been reviewed and appropriate instructions have been given by the supervising SLP.	_____	_____
15. Demonstrates ability to summarize information and concerns expressed by the client/patient, and/or caregiver, and reports this information in a timely manner to the supervising SLP.	_____	_____

MAINTAINING CLINICAL DOCUMENTATION

	Progress Eval.	Final
1. Prepares and maintains accurate and legible client/patient records, including notes, logs and other written communication consistent with state and federal regulations, and instructions from the supervising SLP.	_____	_____
2. Assures the security off all client/patient records at all times, and maintains confidentiality of the information.	_____	_____
3. Uses professional terminology correctly in communication with the supervising SLP and in all written communication pertaining to the client/patient.	_____	_____
4. Accurately calculates chronological age of patient/client.	_____	_____

HEALTH AND SAFETY PRECAUTIONS

	Progress Eval.	Final
1. Utilizes universal precautions and adheres to the infection control procedures and guidelines consistent with the standard guidelines of the employer.	_____	_____
2. Uses appropriate procedures for the physical management of clients/patients and any necessary injury prevention strategies consistent with the employer's policies and/or as directed by the supervising SLP.	_____	_____

SAMPLE FORM

Continued

BASELINE EVALUATION

Any additional comments (attach extra page as needed):

Date

Supervisor

Date

Student

FINAL EVALUATION

Any additional comments (attach extra page as needed):

Date

Supervisor

Date

Student

SAMPLEFORM

C. Form Example: Student Performance Improvement Warning/Contract

SAN JOAQUIN DELTA COLLEGE
HEALTH SCIENCES DIVISION
SPEECH LANGUAGE PATHOLOGY ASSISTANT (SLPA) PROGRAM
STUDENT PERFORMANCE IMPROVEMENT

WARNING or CONTRACT (Check one)

Student: _____	ID #: _____
Instructor: _____	Course: _____
Student Performance: _____	
Course Objective(s): _____	
Timeline and Student Performance Improvement Expectations and Timeline: By: _____ the student will: _____	
Remediation Plan: _____	

I have met with the instructor regarding the above stated performance improvement plan. I understand that failure to comply with any of the requirements and timelines so stated will jeopardize my grade and successful completion of this course.

Signatures:

Student:	Date: _____
Instructor:	Date: _____
SLPA Program Director:	Date: _____

Outcome:

(Please check one option)

Contract Met: <input type="checkbox"/>	Date: _____
Contract Not Met: <input type="checkbox"/>	Date: _____
Instructor Comments: _____	
Student Comments: _____	

D. Form Example: Critical Incident Report Form

**SAN JOAQUIN DELTA COLLEGE
HEALTH SCIENCES DIVISION
SPEECH LANGUAGE PATHOLOGY ASSISTANT (SLPA) PROGRAM
CRITICAL INCIDENT REPORT FORM**

A Critical Incident is any adverse occurrence, which causes or has the potential to cause harm to another (client, staff, visitor, other student, etc.). Any incident that generates a facility incident report will also generate a SJDC SLPA Critical Incident Report and will be documented in the student's Clinical Evaluation Tool (CET). If the Critical Incident resulted from student error, a Student Performance Improvement Contract will be initiated immediately. If the Critical Incident resulted from a student's unsafe behavior, the student may be dismissed from the program.

+			
Details of Student Involved:			
Name: [REDACTED]		ID #: [REDACTED]	
Address: [REDACTED]			
Phone #s:	Work: [REDACTED]	Home: [REDACTED]	Cell: [REDACTED]
Accident/Incident Details:			
Date: [REDACTED]		Time: [REDACTED]	
Location/Place of Accident/Incident: [REDACTED]			
Accident/Incident Description:			
Who was involved? [REDACTED]			
What happened? [REDACTED]			
How did it happen? <i>(Describe what involved individuals were doing at the time)</i> [REDACTED]			
Injury Details:			
Type of injury: [REDACTED]			
Response to injury? [REDACTED]			
By whom? [REDACTED]			
Action after injury: <i>(e.g. transfer, extended stay, etc)</i> [REDACTED]			
Witness(es):			
Were there witnesses to the accident/injury/incident? <i>(Check one)</i> Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name of Witness One: [REDACTED]			

Continued

Address: [REDACTED]			
Phone #s:	Work: [REDACTED]	Home: [REDACTED]	Cell: [REDACTED]
Name of Witness Two: [REDACTED]			
Address: [REDACTED]			
Phone #s:	Work: [REDACTED]	Home: [REDACTED]	Cell: [REDACTED]
Prevention:			
Are you aware of any action that has been, or can be, taken to prevent the accident/ injury/incident from happening? If so, give details. [REDACTED]			
Signatures:			
Student Signature:			Date: [REDACTED]
Instructor Signature:			Date: [REDACTED]
Dean's Signature:			Date: [REDACTED]

SAMPLE

E. Form: Student Signature Page

**SAN JOAQUIN DELTA COLLEGE
HEALTH SCIENCES DIVISION
SPEECH LANGUAGE PATHOLOGY ASSISTANT PROGRAM
STUDENT SIGNATURE PAGE**

Please read the Student Handbook and attend New Student Orientation prior to completing this signature page. Upload this page to Magnus after completion.

1. _____ I have read and agree to, and will comply with the student policies as outlined in the **SLPA Program Student Handbook**.
2. _____ I have been oriented to the **Health Insurance Portability and Accountability Act (HIPAA)**, and its role in protecting patient health information. I understand how HIPAA privacy rules affect my role as a health care provider, including the identification of protected health information (PHI), the circumstances under which PHI may not be used or disclosed, and the significance of patient authorization in the use and disclosure of PHI.
3. _____ I agree to **criminal background checks and agree to immediately notify the Dean of Health Sciences in writing** of any subsequent changes in criminal history that occur after the admission background check has been completed.
4. _____ I agree to be **photographed for Health Science Division instruction** and public education purposes. I agree that my photograph may appear on the Division website.
5. _____ I have read and understand that there are essential performance functions of the SLPA, clinical assignments. I have read the **Essential Performance Form** and fully understand its contents and implications, and the procedures to follow when requesting a reasonable accommodation.
6. _____ I have the right to be screened for a Disability Services Application for Services and Verification of Disability from **SJDC Disability Support Program Services**. I understand that the development of any new disability during my program of study will require immediate notification to the Disability Support Program Services for consideration and action, and communication with my professor(s) and/or clinical instructor.

Printed Name: _____

Signature: _____ Date: _____

F. SLPA iPad check out

**SAN JOAQUIN DELTA COLLEGE
HEALTH SCIENCES DIVISION
SPEECH LANGUAGE PATHOLOGY ASSISTANT PROGRAM
iPad User Agreement**

Student's Name: _____ **iPad and Equipment #:** _____

Through Grant funding, iPads loaded with therapy apps are to be distributed for use during Clinical Practicum of the Speech Language Pathology Assistant Program (SPLA). Please read and initial each statement and sign and date the form at the bottom.

By accepting the possession of this equipment and software, I agree to the following:

1. _____ I understand that the tablet and equipment is in good working condition and that it is to be used as an educational resource and therapy tool for the SLPA Program. Use of the iPad for phone calls, texting, email or picture taking is prohibited except as required in the delivery of direct client service. I will not use the iPad to post on any social networking site. I understand that breach of this policy will be considered a breach of confidentiality and may result in dismissal from the SLPA Program as well as legal penalties.
2. _____ I understand that students must use and maintain an appropriate passcode for the iPad. Data may be kept on the iPad regarding client practice and progress according to instructions set by each agency and clinical supervisor. Under no circumstances may PHI be shared with others outside of those involved with direct services to the clients. Students are to maintain client privacy at all times. The Health Information Technology for Economic and Clinical Health (HITECH) act of 2009 enforces client privacy by establishing penalties for Health Insurance Portability and Accountability Act (HIPAA) violations, for which the student will be held responsible.
3. _____ I understand that, as a SLPA Program student, I am responsible for the security and reasonable care of the SJDC iPad and associated equipment I have been issued. Students must return the iPad and associated equipment in good condition. I understand the student is not liable for equipment problems that are determined by the SJDC Information Technology staff to be due to normal use. Any problem should be immediately reported to the SLPA Program Clinical Coordinator and the equipment should be brought in for repair. I understand that if that tablet is damaged, lost or stolen due to negligent acts on my part, I will be held responsible for the cost of replacing the iPad, associated equipment and applications included on the tablet.
4. _____ Failure to return the SJDC iPad in good condition at the end of the term may result in a hold placed on the student's Delta account resulting in denied registration, add/drops and transcripts.
5. _____ Students who fail to return the SJDC iPad and equipment in good condition at the end of the term may be prosecuted for a criminal violation to the full extent of the law.

I have read and agree to, and will comply with the student policies as outlined in the SLPA Program iPad user agreement.

Signature: _____ **Date:** _____

Section VII: Appendices

A. Appendix A: Essential Performance Standards for SJDC SLPA Program

Health Regulations and Policies

To enter into and to complete the SLPA Program, students must be able to meet the emotional, cognitive, and physical requirements of the essential performance standards listed below as required by the Speech Language Pathology Assistant Program. The Director of Disability Support Program Services will have the authority to make the final determination regarding the physical fitness, cognitive capacity, or emotional stability of a particular student to enter and/or continue in the Program.

Essential Performance Functions

The following physical, emotional, and cognitive requirements would be necessary to participate in the clinical application courses in SLPA:

1. **Strength:** sufficient strength to lift and move twenty five pounds; to restrain and carry children; to move and carry equipment; to sit or stand for extended periods of time and to perform CPR which requires sufficient body weight and adequate lung expansion.
2. **Mobility:** sufficient to bend, stoop, bend down to the floor; combination of strength, dexterity, mobility and coordination to assist patients/students; ability to move around rapidly; and to move in small, confined areas.
3. **Fine Motor Movements:** necessary to assist patients with feeding and hygiene; to write in charts both traditional and electronic; operate a computer terminal and other skilled clerical tasks and procedures.
4. **Speech:** ability to speak clearly in order to communicate with staff and patients; need to be able to provide appropriate speech and language therapy models in Standard American English.
5. **Communication:** able to communicate in Standard American English both verbally and written format so that students can communicate SLPA actions, interpret client responses, document and understand SLPA activities, and interact with clients, staff, and faculty supervisors.
6. **Vision:** sufficient to make physical assessments of patients and equipment; facility to see pictures read words and distinguish colors on therapy materials with or without vision aids.
7. **Hearing:** Hearing acuity sufficient to understand speech at normal classroom/therapy room levels and to distinguish correct speech sound productions.
8. **Touch:** ability to discriminate tactile sensations.

9. Emotional Requirements: The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing SLPA care in real patient situation while being observed by the instructors and other health care/education professionals.
10. Cognitive Requirements: The student must have sufficient cognitive ability to listen, speak, read, write, reason, and perform essential mathematical functions (addition, subtraction, multiplication, division, percentages, and fractions without a calculator) at a level that allows processing and understanding of materials and information presented either verbally or in written format.
12. Physical Requirements: In order to participate in San Joaquin Delta College Speech Language Pathology Assistant Program, students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically demanding program.
13. Temporary Disabilities: Although ADA guidelines and California State Law do not require that campuses provide accommodations to students with temporary disabilities (disabilities less than 3 months) campuses may decide on a case-by-case basis to provide accommodations and support to temporarily disabled students.

Student Rights and Responsibilities

A student has the right to be screened for a Disability Services Application for Services and Verification of Disability from SJDC Disability Support Program and Services. Disability Support Programs & Services – About DSPS.

The development of any new disability during my program of study will require immediate notification to the Disability Support Program and Services for consideration and action, and communication with my professor(s) and/or clinical instructor.

B. Appendix B: SJDC Administrative Procedure 5075

Students are responsible for following the current SJDC Administrative Procedure published by the college. Please refer to the current SJDC Catalog for detailed information regarding course registration, adds and drops.

<https://deltacollege.edu/dept/ar/attendancemanual/documents/AP5075COURSEREGISTRATIONADDSDROPSFINAL012610.pdf>