SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM

STUDENT HANDBOOK

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PROGRAM ACCREDITATION
Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Licensing Board
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# TABLE OF CONTENTS

I. Introduction  
   Letter from the Program Director.................................................................3  
   History of the Cerritos College SLPA Program.............................................4  
   Speech-Language Pathology Assistant (SLPA) Program Organization...........5  

II. Program Description  
   Mission Statement..........................................................................................6  
   Program Objectives.........................................................................................6  
   SLPA Student Learning Outcomes.................................................................7  
   Roles & Responsibilities of a SLPA (mandated by SLPAB Licensing Board).....8  
   Application to the Program............................................................................9  
   Scholarship and Promotion............................................................................9  
   Length of Program and Anticipated Expenses.............................................9  
   Course Sequence and Completion Requirements.......................................10  
   Career Opportunities.....................................................................................12  
   Academic Probation and Dismissal..............................................................13  
   Student Grievance Procedures.....................................................................14  

III. Policy and Procedures for Fieldwork Placement/Clinical Experience  
   SLPA Clinical Competencies.......................................................................15  
   Enrollment and Placement Procedures.....................................................17  
   Security and Health Clearance....................................................................18  
   Attendance Policy and Completion of Clinical Hours...............................19  
   Student Dress Code.......................................................................................22  
   Site Facilities & Supervisor Responsibilities..............................................22  
   Student Injury Policy....................................................................................23  

IV. Requirements of Speech-Language Pathology Assistant State Licensure......24  

V. Professional Organizations...........................................................................25  

VI. Appendices  
   Appendix I: Technical Standards of the SLPA Occupation ..........................26  
   Appendix II: Pertinent Excerpts from the ASHA Code of Ethics...............27  

VII. Student Signature Page................................................................................28
Dear SLPA student,

It is my pleasure to welcome you to this exciting new chapter in your education and career path. You are embarking on a complex but rewarding field of study that will develop both your personal and professional skills in order to prepare you for a state licensed position as a Speech-Language Pathology Assistant (SLPA). By the end of this program, you will have the clinical skills to help anyone learn to communicate. You will experience breakthrough moments such as when a child who has never spoken before says their first words in one of your therapy sessions, or when you find yourself being that one person to whom a bullied middle school child can confide in about their stuttering. In short, you will provide an invaluable service that can change people’s lives in both small and big ways.

This significant role that you will play in your future clients’ and their families’ lives comes with significant responsibilities as well. As a member of the field of Speech-Language Pathology, you will belong to a profession that prides itself on research-based practice of assessment and intervention for individuals with communication disorders. You will be responsible for maintaining knowledge and clinical skills that are informed by rigorous evidence and clinical expertise to provide the best possible care of your clients and consumers. As a licensed professional, you will also adhere to a code of ethics that are specific to the Speech-Language Pathology Assistant occupation, as mandated by the Speech-Language Pathology Assistant Licensing Board and the American Speech-Language-Hearing Association.

As you will discover in the first year of the program, Speech-Language Pathology is influenced by other health and educational disciplines, as well as federal and state policies. In this program, you will integrate concepts from the fields of child psychology, child development, sign language, anatomy and physiology, linguistics, physics, and education. Through a carefully structured curriculum, Cerritos College SLPA students learn about the process of communication, disorders of communication, and how to implement treatment plans effectively. In the second year of the program, students will experience a combination of didactic and clinical training courses. SLPA course a semester in addition to clinical experience courses. You will have the opportunity to practice your skills in two clinical and/or educational settings under the mentorship of a credentialed Speech-Language Pathologist in the Los Angeles and Orange County regions. Students who successfully complete both the academic and clinical portions of the program will graduate with an Associate of Arts degree in Speech-Language Pathology Assisting and be eligible for state licensure with the Speech-Language Pathology and Audiology Licensing Board (www.speechandhearing.ca.gov).

This handbook is designed to orient you to the requirements of the SLPA field and the Cerritos Program. Review it carefully and keep it easily accessible as you go through the different stages of the program as you will need to refer back to various sections as you progress. Best of luck on this new endeavor,

Sincerely,

Susan McDonald, M.S., CCC-SLP
Department Chair
Speech-Language Pathology Assistant Program
Cerritos College
HISTORY

The Cerritos Community College Speech-Language Pathology Assistant Program was developed through the collaborative efforts of Judy Montgomery (Lead Consultant for the Golden SLPA Project), Ellen Horvath (SLP), Elsa Brizzi (LACOE Headstart) and Jenine Nolan (Health Occupations Dean) beginning in 1999 and coming to fruition in 2001 as a state-accredited SLPA program, as recognized by the Speech-Language Pathology and Audiology Board of California.
Organization Chart for the Speech-Language Pathology Assistant Program

Cerritos Community College District

California State Chancellor of Education

Cerritos Community College District

President of Cerritos College
Dr. Jose Fierro

Board of Trustees

Vice President of Academic Affairs

Dean of the Health Occupations Division
Sandra Marks

Department Chair & Program Director
Speech-Language Pathology Assistant Program
Susan McDonald, M.S., CCC-SLP

SLPA Faculty:
Susan McDonald
Amanda Buchheit (Adjunct)
David Cho (Adjunct)
The SLPA Program is a Career and Technical Education (CTE) Program which retains an Advisory Committee to consult on program growth and development

PROGRAM STATEMENT

The Cerritos College Speech-Language Pathology Assistant (SLPA) Program, accredited by the California Speech-Language Pathology and Audiology Licensing Board (SLPAB), offers an opportunity to prepare for a career in speech-language pathology through mastery of a specific body of knowledge and skills. Students who wish to apply for California state licensure as a SLPA must meet the requirements of the SLPA program and the general education requirements for an Associate of Arts degree.

Mission statement:

The mission of the Cerritos College Speech-Language Pathology Assistant Program is to prepare future SLPAs to meet the needs of diverse populations in a variety of therapeutic environments. The SLPA program aligns itself with the Cerritos College values of:

• Supporting and promoting Student Success,
• Achieving excellence and quality in teaching, learning, service and in college processes,
• Supporting innovation and creativity to enhance and enrich learning and services,
• Celebrating diversity in people, philosophies, cultures, beliefs, programs, and learning environments,
• Promoting respect and trust in all people be they students, community members, and/or employees,
• Fostering integrity as the foundation for all that we do,
• Developing, nurturing and supporting partnerships with our educational, business, and industry colleagues,
• Planning and supporting comprehensiveness in our curricular offerings; and supporting inclusiveness of individual, campus, and community viewpoints in collaborative decision-making processes

Program Objectives:

The SLPA Program endeavors to cultivate the following in its student population:

• Awareness and advocacy of communication disorders across the lifespan
• Knowledge and appropriate use of professional language used in the screening, assessment and intervention of individuals with communication disorders
• Competency in application of clinical procedures, principles, methods, and techniques/strategies in the clinical environment
• Adherence to the SLPA Scope of Practice, health and safety precautions, and ethical practices as mandated by the California Speech-Language Pathology, Audiology, and
Hearing Aid Dispensers Licensing Board and the American Speech-Language Hearing Association

**SLPA Student Learning Outcomes (SLOs):**

- Identify skills that are within and beyond the Scope of Practice for a SLPA as identified in the California State Licensing Board and the American Speech-Language-Hearing Association
- Demonstrate a fundamental knowledge of normal and disordered communication, etiologies, and implications on development and quality of life
- Demonstrate professional and courteous behavior during interactions with clients, staff, supervisors, and families
- Display punctuality and adherence to time schedules
- Respond appropriately to client, caregiver, and staff’s emotional states and/or behaviors
- Presents a well-groomed appearance in accordance with a mandated dress code
- Maintain client records and information in accordance with confidentiality regulations/codes (e.g., HIPAA, FERPA)
- Identify self as a SLPA (intern) verbally and non-verbally to clients, families and staff (e.g., wears badge on-site at all times)
- Follow Universal Precautions and proper safety techniques and procedures at all sites (e.g., sign-in/sign-out, emergency drills)
- Receive constructive criticism in a positive manner and implements directives and suggestions
- Self-evaluate own performance realistically
- Assist with clerical tasks and departmental operations
- Collect data regularly during intervention to monitor client progress and the effectiveness of intervention
- Manage time effectively during clinical and non-clinical hours
- Implement the training protocol and treatment plans as directed by the supervising SLP
- Seek clarification from SLP as needed in order to effectively implement screening or treatment protocols
- Utilize resources to learn more about a particular topic or disorder
- Prepare and maintains accurate and legible client/patient records in accordance with SLP guidelines
- Use professional terminology correctly in communication with the supervising SLP
- Use cues/prompts with the client/patient as defined by the supervising SLP
- Manage on-task and off-task behaviors of clients in individual and group treatment appropriately
• Adjust language and materials appropriately for the client’s developmental age, communication style, physical skills, cognitive level, cultural values, linguistic background, and communication disorder

These outcomes, as well as the following roles and responsibilities, are integrated into the Clinical Competencies listed in the Field Placement/Clinical Experience Policies and Procedures:

<table>
<thead>
<tr>
<th>Roles &amp; Responsibilities of the Speech-Language Pathology Assistant in accordance with the Speech-Language Pathology and Audiology and Hearing Dispensers Board Career Opportunities (adapted from the California Business and Professions Code, 2538.1):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting a speech-language screening, without interpretation, and using screening protocols developed by the supervising Speech-Language Pathologist (SLP)</td>
</tr>
<tr>
<td>Providing direct treatment assistance to patients or clients under the supervision of a SLP</td>
</tr>
<tr>
<td>Following and implementing documented treatment plans or protocols developed by a supervising SLP</td>
</tr>
<tr>
<td>Documenting patient or client progress toward meeting established goals, and reporting the information to the supervising SLP</td>
</tr>
<tr>
<td>Assisting a SLP during assessments, including, but not limited to, assisting with formal documentation, preparing materials, and performing clerical duties for the supervising SLP</td>
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The following activities are OUTSIDE the scope of responsibility for a SLPA (violations of any of the items below, in addition to any arrests or convictions may result in the license being revoked and possible further legal action):

• Conducting evaluations
• Interpreting data
• Altering treatment plans
• Working with a medically fragile client WITHOUT supervising SLP present
• Performing treatments or screenings that the assistant has not been trained to perform
• Participating in IEP or care meetings without supervising SLP or another SLP present
• Providing counseling or advice to a client or a client’s guardian beyond scope of treatment
• Signing documents in place of the supervising SLP (e.g., treatment plans, reimbursement forms, formal reports)
• Disclosing confidential information either orally or in writing to anyone not designated as the supervising SLP
• Representing him or herself as a SLP
• Performing procedures that require a high level of clinical expertise and technical skills (e.g., swallowing therapy with bolus material).

APPLICATION TO THE PROGRAM

I. Admission and Selection Procedures

The Cerritos College SLPA program has an open enrollment policy. All students who have enrolled in Cerritos College and completed the required assessment procedures as mandated by the college are eligible to begin the SLPA course of study. There is no selection procedure in an open enrollment policy, and all students who wish to pursue the SLPA major must pass all required courses and comply with departmental and college policies in order to complete the Associate of Art’s degree in SLPA. It is recommended that all students considering this major should attend a SLPA orientation and meet with a Health Occupations counselor prior to beginning the program to make a plan of study. This plan should be re-evaluated at least once a year and prior to the graduating semester.

II. Attrition and Retention of Students

The SLPA Department strives to recruit and retain a diverse student population. It is the philosophy of the SLPA program that retention of students requires instruction that meets the needs of the adult learner, which includes disseminating information in a manner that suits various types of learning (e.g., kinesthetic, auditory, visual, interpersonal). Students who may be experiencing academic challenges are given additional support by the course instructor, access to campus resources such as the Student Success Center for additional support or may be referred to the Disabled Student Programs and Services Center. Annually, the rates of student success, completion, and retention are summarized in the SLPA Department’s Annual Plan. These rates and SLO outcomes provide information that shapes both short term and long term goal planning for the SLPA Department.

III. Measurement of Student Achievements

Student success is measured through a variety of modalities including assessment of Student Learning Outcome surveys, direct assessment through summative assessments such as observation/evaluation of clinical behaviors, student projects and presentations, and examinations.

Scholarship and Promotion

Students who perform at a passing grade of “C” or higher, as determined by the grading scale of each course required in the AA degree and SLPA program, will be eligible for enrollment in the subsequent course(s). Students are expected to maintain responsibility for their studies and utilize resources available on campus to support their learning.

Length of Program and Anticipated Expenses
The required courses of the SLPA program may be completed over a four semester period depending on whether the student is able to attend on a full-time or part-time basis. Courses in Child Development, Sign Language, and Anatomy and Physiology are integrated into the course sequence and should be taken according to the recommended SLPA sequence. In addition, general education courses are required for completion of the Associate of Arts Degree in SLPA. Some students may need to take additional courses to meet English, reading and mathematics requirements. The total length of time to obtain the Associate of Arts degree depends on the student’s enrollment in courses and academic progress. Each student should consult a Health Occupations counselor to monitor their progress towards the Associate of Arts degree on an annual basis.

Up to date tuition and other costs associated with enrollment at Cerritos College may be found at: [http://cms.cerritos.edu/Admissions-and-Records/Fees/default.htm#](http://cms.cerritos.edu/Admissions-and-Records/Fees/default.htm#)

During the four core semesters, students are required to pay for textbooks and workbooks (approximately $800) and may be charged lab fees, which are subject to change. Students are responsible for their own living arrangements, CPR certification, health and background check fees, and transportation to clinical agencies. The application fee for licensure as a SLPA to the state licensing board is $50.00.

**COURSE SEQUENCE & COMPLETION REQUIREMENTS**

The chart below lists the required courses and sequence of courses in the Speech-Language Pathology Assistant Program. All students who wish to be eligible for state licensure must complete an Associate of Arts degree in the Speech-Language Pathology Assistant Program and successfully obtain a minimum of 70 hours of clinical experience under the supervision of a state licensed Speech-Language Pathologist.

Students must review the Technical Standards for the Speech-Language Pathology Assistant occupation (Appendix A) so they are aware of the mental and physical requirements of the job. In addition, students will be required to adhere to the American Speech-Language-Hearing Association’s (ASHA) Code of Ethics regarding clinical practice (Appendix B). Although ASHA does not grant licenses or certicates to SLPA at this time, ASHA is the national organization for all speech-language clinicians (including SLPA) and SLPA are expected to abide by those policies and procedures.

**Students pursuing an Associate of Arts degree in Speech-Language Pathology Assisting must successfully complete the requirements of Plan A, B, or C as listed in the general catalog. Below is a list of the required courses in the program to be taken in the following sequence:**
SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM

RECOMMENDED CURRICULUM SEQUENCE

The following information below lists the required courses for the SLPA Major only. Students must consult with a Health Occupations counselor to determine the general education courses they must take to meet the A.A. requirements (based on their placement testing results and/or previous educational background). Students should review the A.A. requirements in the current academic catalog at [www.cerritos.edu](http://www.cerritos.edu) prior to registration.

<table>
<thead>
<tr>
<th>Semester I*</th>
<th>Units</th>
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<tbody>
<tr>
<td>SLP 101</td>
<td>Introduction to Communication Disorders</td>
</tr>
<tr>
<td>SLP 105</td>
<td>Speech and Language Development in Children</td>
</tr>
<tr>
<td>**CD 110</td>
<td>Child Development</td>
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<tr>
<th>Semester II</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SLP 125</td>
<td>Child Disorders and Treatment</td>
</tr>
<tr>
<td>SLP 108</td>
<td>Phonetics</td>
</tr>
<tr>
<td>A&amp;P 120</td>
<td>Human Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>A&amp;P 150</td>
<td>Human Anatomy</td>
</tr>
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</table>

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<tr>
<th>Semester III</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 235</td>
<td>Adult Disorders &amp; Treatment</td>
</tr>
<tr>
<td>SLP 241</td>
<td>Clinical Experience I</td>
</tr>
<tr>
<td>**SL 110</td>
<td>Beginning American Sign Language</td>
</tr>
<tr>
<td>**CDSE 150</td>
<td>Survey of Special Education</td>
</tr>
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<tr>
<th>Semester IV</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 230</td>
<td>Adaptive Communication Technology</td>
</tr>
<tr>
<td>SLP 246</td>
<td>Clinical Experience II</td>
</tr>
<tr>
<td>**CD 139</td>
<td>Observation, Assessment &amp; Positive Guidance of Childhood Behavior</td>
</tr>
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</tbody>
</table>

**May be taken out of order

Total Program Requirements: 42.5
Total Degree Requirements: 60.0 (minimum)

RECOMMENDED ELECTIVES (if additional credits are needed):

- CDEC 113 The Child, Family, and Community (3)
- MA 161: Medical Terminology (3)
- PSYC 101: General Introductory Psychology (3)
- SPCH 100: Fundamentals of Oral Communication (3)
- SPCH 110: Intercultural Communication (3)
- SPCH 120: Interpersonal Communication (3)
Career Opportunities

Students who successfully complete the AA program in Speech-Language Pathology Assistant and become licensed through the SLPAB may find gainful employment in educational, clinical, home health, or medical settings under the supervision of a state licensed Speech-Language Pathologist. Many Cerritos College alumni have gone on to work in private clinics, home health contract agencies, and school districts. Some alumni are directly hired by the institutions or companies for whom they interned. Here is a list of some of the school districts and centers where Cerritos College alumni have been employed:

- Los Angeles Unified School District
- Montebello Unified School District
- El Rancho Unified School District
- Paramount Unified School District
- Lennox School District
- Clarion Speech and Language Center
- Little Voices Speech and Language Therapy
- Carousel School
- Easter Seals
- Apple Tree Early Intervention Center
- Mi Sueno Speech Therapy

Cerritos College does not assist with formal job placement, but there is a “Job Board” on the SLPA webpage (http://cms.cerritos.edu/slpa/job-board.htm) that graduates can check, in addition to viewing other job search engines such as www.edjoin.org, www.indeed.com, www.speechpathology.com, www.glassdoor.com. In addition, the Career Center maintains a list of job opportunities. Students are encouraged to utilize resources at the Career Center on campus to help polish their resume, learn more about job interviewing skills, and job searching.
ACADEMIC PROBATION AND DISMISSAL

Student Academic Probation & Dismissal from Program (from the Cerritos College Catalog)

A. Academic Probation:

Cerritos College and the SLPA Department strive to promote and ensure student success through a variety of methods including multimodal instruction and student success initiatives. However, if a student continues to decline in their academic performance and has earned a grade point average of 2.0 or below “in all units undertaken at Cerritos College”, a student may be placed on academic probation.

B. Progress Probation:

Students who have enrolled in a total of at least (12) semester units as shown by the official academic record shall be placed on progress probation when the percentage of all units at Cerritos College in which the students have enrolled and for which entries of "W", "I", and "NC", "NP" are recorded reaches or exceeds 50 percent. Probation is entered on the student's permanent records and transcripts of record.

Students placed on academic or progress probation will be notified by mail at the address listed on the official college record.

C. Academic Dismissal

Students are subject to academic dismissal when their GPA is less than 2.0 in 12 units or more for two consecutive semesters on academic probation. Students subject to academic dismissal shall be placed on continued probation when their latest semester's GPA is 2.0 or better.

D. Progress Dismissal

Students who have been placed on progress probation shall be subject to dismissal if the percentage of units in which the students have been enrolled and for which entries of "W", "I", or "NP" are recorded in at least two (2) consecutive semesters reaches or exceeds 50 percent. Students subject to progress dismissal shall be placed on continued probation when for their latest semester no "W", "I", or "NP" entries are recorded.

E. Program Dismissal:

In addition to academic and program dismissal guidelines as outlined by the Cerritos College Catalog, a student may be dismissed from the Clinical Experience courses and site or be placed on restricted/modified duties if any of the following are observed:

- Violation of the Code of Ethics of the American-Speech-Language-Hearing Association
- Failure to meet attendance and participation requirements
- Behaviors that put co-workers, self, and/or clients at risk
• Failure to demonstrate competency in one or more areas of technical standards, which compromises ability to fulfill job responsibilities of a SLPA

Students who receive restricted duties may result in a failure to meet the requirements of the course (e.g., not obtaining the minimum number of direct client contact hours, a reduced grade on midterm or final assessment). Students should discuss any issues with their placement with the course instructor as soon as they arise.

POLICY AND PROCEDURES FOR STUDENT GRIEVANCES:

For a detailed summary of current policies and procedures for student grievances, please see the current academic catalog at www.cerritos.edu. The following are relevant excerpts from these policies:

A. Discrimination, Harassment Grievances:

Complaints under Section 504, Section 508, and/or the Americans with Disabilities Act are to be made to the Section 504/508/ ADA Coordinator in the Disabled Student Programs and Services Office or to the Diversity/Compliance/Title IX Officer in the Human Resources Office.

Complaints of sexual harassment and other illegal discrimination are to be made to the Diversity/Compliance/Title IX Officer in the Human Resources Office or the Vice President of Human Resources. If a student files a grievance under this procedure that includes an allegation of unlawful discrimination, including harassment or retaliation, the grievance, or portion of the grievance, will immediately be referred to (i) the Diversity/Compliance/Title IX Officer or to the Vice President of Human Resources or designee per AP 3435, “Intake and Processing of the Complaint,” or to (ii) the Cerritos College Section 504/ ADA Coordinator per Administrative Procedure 3412, for attempted informal resolution or investigation.

B. Academic, Administrative, Instructional Grievances:

A student of the College may address grievances as applied to and regarding academic, administrative, and instructional matters relating to students, and including, but not limited to, any grievance dealing with any academic or management employee of the District.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

• The statement contains facts which, if true, would constitute a grievance under these procedures;
• The grievant is a student, which includes applicants and former students;
• The grievant is personally and directly affected by the alleged grievance;
• The grievance was filed in a timely manner;
• The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.
If the grievance does not meet each of the requirements, the Office of Student Conduct and Grievance or ASCC Chief Justice or designee shall notify the student in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal.

C. Student Grade Grievance Procedure

A student of the College may present a grade grievance. The California Education Code, Section 76224, quoted, states clearly the conditions upon which grades or grading can be questioned.

“When grades are given for any courses of instruction taught in a community college district, the grade given to each student shall be 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.” “Mistake” may include, but is not limited to, errors made by an instructor in calculating a student’s grade and clerical errors.

STEP I – INDIVIDUAL ACTION
A student who believes a final course grade was assigned due to mistake, fraud, bad faith, or incompetence shall meet with the faculty member to resolve his/her concern.

STEP II – MANAGEMENT ACTION
Note: If a student files a grade grievance that includes an allegation of unlawful discrimination, including harassment or retaliation, the grievance, or portion of the grievance, will immediately be referred to (i) the Diversity/Compliance/Title IX Officer or to the Vice President of Human Resources or designee per AP 3435, “Intake and Processing of the Complaint” or to (ii) the Cerritos College Section 504/ADA Coordinator per AP 3412, for attempted informal resolution or investigation.

1. The student will obtain a Grade Grievance Form from the Office of Student Conduct and Grievance.
2. The student must return the Grade Grievance Form to the Office of Conduct and Grievance within 30 instructional days after the completion of the course about which the grade grievance is filed. An instructional day is defined as any day Monday through Friday that all normal college business is conducted, both in the classroom and in the administrative offices. All weekend days and college holidays are excluded.
3. The Student Conduct and Grievance Coordinator will meet with the student and review the completed Grade Grievance Form. If the student wishes to pursue the grievance, the Student Conduct and Grievance Coordinator will sign and date the Form. In the absence of the Coordinator the Dean of Student Services will perform these duties.
4. The student will present a copy of the Grade Grievance Form to the applicable Division Dean. The Division Dean may schedule a meeting of all concerned if appropriate. The Division Dean should schedule a meeting only if the Form has the signature of the Student Conduct and Grievance Coordinator, and is dated. In the absence of the
Coordinator, the Dean of Student Services will meet with the Division Dean. The Division Dean shall make a recommendation to the parties within ten instructional days.

STEP III – ADMINISTRATIVE ACTION
If either party is dissatisfied with the recommendation of the Division Dean, he or she may appeal the matter to the Vice President of Academic Affairs or designee within ten instructional days of the Division Dean’s recommendation. The Vice President of Academic Affairs or designee shall call a meeting with the student, the ASCC Chief Justice, the Division Dean, and if needed, the faculty member. The Vice President of Academic Affairs or designee shall transmit his or her decision to the parties within ten instructional days.

STEP IV – PRESIDENT/SUPERINTENDENT ACTION
If either party chooses to appeal the decision of the Vice President of Academic Affairs, he or she may appeal the matter to the President/Superintendent of the College within ten instructional days of such decision. If a faculty member is dissatisfied with a recommendation and neither acts on it, nor appeals it, the Vice President of Academic Affairs will forward the matter to the President/Superintendent. The President/Superintendent will review the recommendation and if needed, request persons involved in the grievance to meet.

The President/Superintendent shall make a recommendation within ten instructional days. If either party is dissatisfied with the recommendation of the President/Superintendent, an appeal of the President/Superintendent’s recommendation may be submitted to the Board of Trustees by either party. The appeal must be submitted within ten instructional days after the President/Superintendent’s recommendation. The Board may review an appeal for two consecutive regular Board meetings, and if needed, request persons involved in the grievance to appear before making a final determination of the matter at the District level.
FIELDWORK PLACEMENT/CLINICAL EXPERIENCE

Clinical training as a SLPA represents a major component of the learning experience in the program and must be successfully obtained in order to graduate from the program and apply for state licensure. The California state SLPAHAD Board requires a minimum of 15 observation hours and proof of 70 clinical hours as a part of the SLPA license. The Clinical Experience courses are voluntary internships. No compensation is provided for the student or supervising Speech-Language Pathologist.

The two courses designated for off-site clinical experience are SLP 241 (Clinical Experience I) and SLP 246 (Clinical Experience II). Students will be placed by the course instructor at an educational, medical, or clinical setting where they will practice clinical skills under the supervision of a licensed Speech-Language Pathologist. Student are expected to comply with all policies and procedures regarding the Clinical Experience coursework for successful completion of the program.

A. SPEECH-LANGUAGE PATHOLOGY ASSISTANT COMPETENCY REQUIREMENTS FOR CLINICAL EXPERIENCE COURSEWORK (SLP 241 & 246)

I. Interpersonal and Personal Skills

• Adhere to the ethical principles of the field of speech-language pathology, as outlined by the California state licensing board and American Speech-Language-Hearing Association (ASHA).
• Follow all established schedules and calendars of appointments.
• Complete all assignments by the assigned due dates.
• Conduct respectful, professional interaction with clients, caregivers, supervisor and staff at Cerritos and placement sites, both verbally and in written communications.
• Demonstrate positive interactions and understanding of diversity in many forms (academic, socioeconomic, ethnic, cultural, disability, age, gender).
• Realistically self-evaluate clinical and interpersonal skills.
• Demonstrate positive attitude towards learning.
• Positively receive constructive criticism.
• Maintain confidentiality of clients.
• Maintain professional appearance appropriate for the work setting.

II. Development/Preparation for Implementing Therapy

• Knowledgeable of client’s treatment plan, goals and disorder.
• Select/prepare treatment materials ahead of time.
• Develop treatment materials which are motivating and developmentally, linguistically and culturally appropriate.
• Organize treatment space to meet the needs of the client and for obtaining optimal client response.
• Prepare data collection sheets/charts relevant for measuring treatment progress.
• Demonstrate interest in learning and practicing evidence-based intervention techniques.
• Integrate supervisor’s suggestions for modifying goals or techniques.

III. Therapeutic Instruction/Therapy Process

• Establish a positive rapport with client and caregivers.
• Implement designated treatment objectives in appropriate sequence for client.
• Accurately and efficiently implement treatment activities using procedures directed by supervisor.
• Maintain on-task behavior.
• Provide appropriate feedback as to the accuracy of the client response.
• Use feedback and reinforcers which are consistent, discriminating and meaningful to client.
• Give directions and instructions that are clear, concise and appropriate for the client’s level of understanding.
• Implement teaching strategies such as modeling and cueing.
• Demonstrate confidence and ease in the clinical setting.
• Use time effectively.
• Adapt treatment session based on immediate supervisor input and/or client response.

IV. Data Collection, Documentation & Maintenance of Records

• Use data collection during treatment sessions efficiently and effectively.
• Document and reports client’s performance to supervisor.
• Organize and maintains current treatment records and charts for displaying data.
• Sign documents reviewed and cosigned by supervisor.
• Use clear, concise and professional language in verbal and written reports of client progress to supervisor.

IV. Assistance to the Supervising Speech-Language Pathologist (SLP)

• Assist SLP effectively in client screenings or assessments (e.g., taking data, adding up test scores, calculating intelligibility ratings, translating).
• Accurately translate clinical jargon for clients, families and staff.
• Maintain professional demeanor when interpreting.
• Assist SLP in clerical duties, equipment maintenance, scheduling and materials preparation.
• Make referrals to supervising SLP when clients or staff request assessments, interpretation, recommendations or other information outside the scope of the SLPA’s duties.

B. ENROLLMENT & PLACEMENT POLICIES & PROCEDURES:

The course instructor establishes and maintains contracts with all affiliated sites and facilities. Due to the open enrollment nature of the program, students are matched to a site based on supervisor availability at the beginning of the semester. Sites and supervisor availability is subject to change based on variables outside of the scope of the SLPA program. To ensure the health and safety of all parties involved, all sites must have a current and valid contract with Cerritos College for students to complete their clinical experience there. Students who have a particular site or SLP they wish to work with must communicate with the SLPA course instructor at least six months prior to the beginning of the semester they will take SLP 241.

At the beginning of each course (SLP 241 & 246), students will attend the first evening of the course and submit the following paperwork to be considered for enrollment:

• A medical clearance form that lists physician approval that student meets technical standards required to fulfill SLPA responsibilities on the placement, as well as:
  o required vaccinations (MMR, varicella, Tdap)
  o proof of a negative TB test through one of the following methods:
    • A skin test for TB may be no older than 2 months prior to the first class meeting
    • Chest X-ray (no older than two years)

• An unofficial Cerritos College transcript indicating passing grades in all courses of the SLPA program required prior to that Clinical Experience course

• A copy of a current CPR card from the American Heart Association for Health Care Providers (Basic Life Support); no other CPR cards will be accepted

• An intake form that indicates their most current contact information and a schedule of availability for placement. Changes in schedule after a placement is assigned may jeopardize a student’s ability to get placed and result in withdrawal or failure for the class.

• Students must sign a contract agreeing to the requirements, policies, and procedures of the course in order to be placed, as outlined on the course syllabus and SLPA Program handbook. Students may need to complete additional paperwork at the site facility documenting their agreement and willingness to comply with each site’s policies, procedures, and requirements (e.g., interview, additional scheduling information)

Students who successfully passed SLP 241 in the preceding semester will not be required to resubmit TB and vaccinations and CPR card for SLP 246 if they are taking both in the same academic year unless the host site requires this or the any of the required information expires (e.g., CPR). Students who are not taking SLP 241 and SLP 246 consecutively must communicate
with the SLP department chair about the updated requirements for the course and submit the required paperwork prior to the beginning of the semester at the mandatory orientation for SLP 241 or SLP 246. Due to the open enrollment status of the SLPA Program, students cannot be prioritized for enrollment based on length of time in the program or number of attempts to successfully complete the course.

**Availability**

Students will fill out an intake form that indicates their most current contact information and a schedule of availability. In order to complete the hours over the course of the semester, a MINIMUM of TWO FULL DAYS during the BUSINESS WEEK (Monday-Friday, 7am-6pm) is required. Students are asked to indicate at least two days they are free for their placement on the intake form. Student placement is based on supervisor availability (which may change) so students must make their schedule as open and as flexible as possible. Changes in a student’s personal, class, or work schedule may jeopardize a student’s ability to get placed or maintain their placement. This could result in a drop from, withdrawal from or failure in the class. **It is the student’s responsibility to clear the necessary time from their schedule to be available for a placement. All school-related absences must be disclosed by the second week of class.**

**Location of Placements:**
The SLPA program maintains contracts with several school districts and clinics in the Los Angeles and Orange County regions. Students are placed where sites are available that semester, which could be as close as 15 minutes from campus or commute at least an hour to their placement site. Student’s geographical preferences are taken into consideration but matching a student to a site is primarily based on supervisor availability, which can change due to the SLP’s workload or other circumstances. Students who have transportation issues must indicate these to the course instructor PRIOR to enrollment. Placement cannot be guaranteed if the student does not have a way to organize transportation to the internship site.

**Placement Assignment:**
Once the students have submitted the intake form at the mandatory orientation, they may not change their schedules as that form will be used to match them to a placement. Unless there is a conflict of interest in a student’s placement, **all placements are final** and the student must accept the placement and sign a contract agreeing to the policies, procedures, and requirements of the course. Because all internship sites must have contracts with Cerritos College, students **ARE NOT PERMITTED TO LOOK FOR THEIR OWN PLACEMENTS.** They may contact the course instructor and inquire about whether a facility/institution has a pre-existing contract with Cerritos College but may not directly phone SLPs or program directors regarding possible internships.

**Placement Notification & Follow-Up:**

- Students are assigned a placement by the instructor and will receive a placement assignment/calendar with the supervisor’s information and the name of the site/district. At that time, students will be given information about the HR clearance process they must
initiate prior to starting their field placement. Students may not begin their placements until they have been approved by the site.

- If students are assigned to a placement in which they are employed, they must arrange for release time from work to complete their clinical hours. It is illegal and unethical to get paid as a SLPA intern without a SLPA license.

**Security/Health Clearance:**

- Once students are assigned to a placement they are required to complete all the required background and health procedures of the designated placement site at their own expense.

- Students must initiate the required procedures to get cleared for their placement within a week of receiving their assignment (it is recommended they keep a log and email records of their attempts to contact the HR personnel and progress towards clearance).

- All sites may require (at minimum) a recent negative TB test or negative chest X-ray, as well as:
  1. Application
  2. Up to date immunizations
  3. Current CPR certification
  4. FBI/Department of Justice (DOJ) fingerprinting & background check
  5. Resume
  6. Interview
  7. References

**Students who do not pass the application/security/health/interview clearance procedures will not be enrolled or may be dropped from the class; the placement does not officially begin until the student has begun acquiring hours on-site.**

**Attendance Policy:**

**A. SLP 241 & 246 Class meetings:** The on-campus portion of this course meets for about 1 hour weekly for the duration of the semester. Students are required to attend and actively participate in all meetings. Punctuality is essential as the class only meets for an hour. Students who are late by 5 minutes or more will be marked tardy. **THREE tardies = ONE absence. Students are not permitted more than TWO absences from the class meetings.** For the on-campus portion of this course, the attendance policy is aligned with the Cerritos College policy on excused and authorized absences:

“Certain academic and career technical education areas may have stricter attendance requirements [than excess of 10% of the total class hours]. Listed below are two types of absences which permit the making up of work missed, provided the work is of such a nature that it can be made up:

- Authorized absence: for an approved educational field trip or school activity
Excused absence: for illness, injury, or quarantine
A student may be involuntarily removed from a course due to excessive absences, failure to meet prerequisites, or as a result of official disciplinary action.”

B. Field Placement Attendance:

- Once the student has been placed and cleared for placement, they will fill out their assignment calendar with their supervising SLP. The calendar should reflect all dates and times of attendance, and an estimate of clinical hours accrued each month. There should be a minimum of 2 days each week for the duration of the semester. This is the student’s projected attendance record.
- Students must disclose all personal days needed at the beginning of the semester (e.g., a wedding, graduation, important meetings); students are not permitted to miss more than 2 weeks (consecutive or non-consecutive). Students may not ask for special favors, such as leaving early, showing up late, etc. Students must note any planned absences from the SLP (e.g., conferences) or site calendar (e.g., spring break).

**GIVEN THE SENSITIVE NATURE OF CLINICAL WORK AND REQUIREMENTS FOR COURSE COMPLETION, ALL AUTHORIZED ABSENCES RELATED TO SCHOOL ACTIVITIES OR KNOWN HEALTH-RELATED ABSENCES MUST BE DISCLOSED WITH THE APPROPRIATE SUPPORTING DOCUMENTATION AND ATTACHED TO THEIR INTAKE FORM THAT IS SUBMITTED AT THE MANDATORY ORIENTATION.**

Due to the commitment students are making to their supervisors and their clients, who rely on steady, consistent attendance, no more than two weeks (consecutive or non-consecutive) of absences from the field placement will be permitted. Students must plan their personal needs accordingly; personal medical emergencies will be worked out on a case-by-case basis.

- If students have a permanent or anticipate a temporary disability due to a medical condition/surgery that will interfere with the student’s ability to meet the technical standards and attendance/participation requirements of the course, they must contact the course instructor/department chair prior to the semester they wish to enroll. Other administrators such as the compliance officer, Dean of Health Occupations, Dean of Disabled Student Services may need to be involved in those discussions.

- The student must attend their field placement for the duration of the semester and complete all clinical hours the week before finals. Students are responsible for keeping track of their hours and communicating with the supervisor and instructor if they feel that they are not getting enough hours on-site in a timely manner so that they have sufficient hours prior to finals week in order to pass the course.
• The supervising SLP MUST initial the calendar in agreement with the student, and a copy will be given to the course instructor within a week of the student beginning their field placement (either in class or by dropping it off in the instructor’s campus mailbox, whichever is sooner). The supervisor should have their own copy of the calendar and the student should keep their calendar in their portfolio, which travels with the student to and from the clinical/educational site.

• Reporting absences to supervisor and course instructor: In the unlikely event that a student needs to be absent from their field placement for a half or full day, students are mandated to contact the supervisor AND course instructor as soon as possible about the impending absence via telephone, email, and/or text. Because this is a part of the student’s record of attendance, students who do not communicate with both the supervisor and instructor by 9am of the day it occurred will not receive points for that log sheet.

• If the supervisor cancels a day, students are required to email the instructor of any canceled days by the supervisor immediately. Because this is part of the student’s record of attendance, students who do not email the instructor and copy the supervisor on the email by 9am of the day it occurred will have their grade dropped by 25 points.

• For the field placement portion of this course, students are not permitted to miss more than 10% of the estimated hours on-site (as designated in their calendar) for any reason. For example, if a student is scheduled to be on-site for 100 hours, that means they can only miss 10 hours at the maximum.

• Submission of weekly log sheets: Log sheets are your proof of attendance for each week, which is required by Cerritos College. For each week the student attends their field placement, they will document their time logged at the site through a specific log sheet found on Canvas. Students must save the log as “Week 1” or “Week 2,” etc, and upload it the corresponding assignment on Canvas by Friday at 11:59pm each week. Students are encouraged to submit the timesheet upon immediate completion of the last day of the placement for the week. This should be seen as a virtual timesheet and proof of attendance as any employee would submit to their employer. Because this is a record of student attendance, students who do not submit a timesheet before the weekly deadline will receive a reduction of 25 points in their grade.

**The instructor is not responsible for technical submission issues; students should ensure that the assignment was uploaded properly to Canvas and seek technical assistance with enough time to submit the assignment by the deadline.

C. Completion of Hours
There is no uniform start date for student placements due to the variety of Human Resources procedures at each site. All hours must be completed for the semester in which the student is enrolled.

In the unfortunate event that there is a delayed start to a student’s internship (through no part of the student) and the student has consistently attended the placement, but was unable to get the required hours prior to the end of the semester, the student may receive an incomplete for the semester and may finish the hours in the following semester. As soon as all course requirements are met, the grade will be calculated and a grade change form will be completed and submitted to Admissions & Records.

Because the hours completed on site are used for the student to apply for a state license and are specific to the Speech-Language Pathologist who supervises them, all hours completed at the placement site must be reviewed and signed off by the designated SLP using the log sheet provided in class.

Students who do not successfully complete the course (e.g., withdrew, were dropped, or received a “D” or “F” in the class) may not transfer the clinical hours obtained in that class to a future clinical experience course at Cerritos College.

Students need to make every effort to be accurate and precise in their calculation of clinical hours according to the requirements of the course and the log sheet provided. If the instructor or supervising SLP finds that the student made errors in their calculations on the cumulative log sheet or fraudulently added hours, they may refuse to sign the student’s log sheet and this will put the student at risk for failing the class or not having sufficient hours to complete the course.

**Supervision:**

- Students are assigned typically to one supervising SLP. At times, there may be a need for two supervisors. In those cases, the supervisors and course instructor will determine how the midterm and final assessments will be completed.
- Students must be supervised under a state-licensed SLP. The SLP should be on-site for the scheduled field placement days.
- Students may be permitted to work alone with clients in a therapy room based on the supervising SLP’s judgment and readiness/agreement of the student.
- If an SLP is scheduled to be absent on a given day, and there is another SLP on-site that is licensed, the student may attend that day if they have communicated with the course instructor and provided the name and license number of the substitute supervising SLP to the course instructor.
- SLPs have different styles of supervision/mentorship, expectations, and manners of feedback. Students are encouraged to discuss the following in their first few weeks of placement to help them understand what is expected of them in that experience:
  - Orientation to the caseload and daily schedule
  - Plan for taking over therapy sessions of designated students.
Plan for the giving and receiving of feedback (written? Verbal? During the session or after the session has taken place?)
How they expect the intern to manage their time in between sessions (do they expect students to plan therapy sessions from home? Additional projects SLPs need assistance with?)

- Although most students and supervisors establish positive, professional relationships during the clinical experience, there are times when students feel challenges in relating to their SLP and/or the demands of the site. It is the responsibility of the student to bring these concerns up to the supervising SLP and instructor in a timely manner so the student’s needs can be addressed as soon as possible, ideally before the midterm assessment.

**Student Dress Code**

Student appearance and selection of clothing should reflect professionalism and concern for the welfare of the patient. The following guidelines are required for appropriate dress on the field placements as a minimum (some sites have further guidelines regarding physical appearance):

1. No jeans, sweats, shorts or torn clothing. Clothing must be clean, neat and free of stains and wrinkles. Cleavage should be covered up.
2. Hair is to be neat and clean. Some sites require staff and interns to have hair at the base/natural color (no bright dyes)-a natural wig may be permitted but it is best to use natural color. Facial hair should be short and neatly trimmed.
3. Makeup should not draw attention to oneself and worn in moderation.
4. Application of strong scented perfume, cologne or aftershave is not acceptable.
5. Shoes should be close-toed, safe and appropriate for the setting. No sandals or flip-flops are allowed.
6. Jewelry should be functional and selected for safety; any jewelry that could catch on clothing, equipment or patients should not be worn.
7. Students will wear a badge that identifies their name, affiliated school and position (SLPA intern).

**DISMISSAL FROM COURSE AND/OR PLACEMENT**

A. A student will not be enrolled, or may be dropped once enrolled, on the following grounds:

- Failure to submit required documents for enrollment
- Failure to pass a security/background check
- Failure to pass medical/health clearance
- Declined a placement
- Placement site declined to take student due to student-related behavior based on interview or post-interview, pre-placement (e.g., not communicating with supervisor; not providing required information in a timely manner; unprofessional behavior in interactions with site staff, clients, and/or supervisor)
B. Students may receive restricted duties or dismissal from the placement, which puts them at risk of receiving a failing grade in the course, on the following grounds:

- Displaying errors in safety and/or judgment, aberrant behavior, or any action which places a patient or co-worker at risk
- Not participating/showing up for placement without giving notice to the supervisor and instructor; repeated tardiness at site (at least 20 minutes late on more than 3 occasions)
- Breaching confidentiality requirements of health-care settings and educational settings (e.g., HIPAA, IEPs, Medicaid documentation)
- Repeated erroneous or incomplete documentation of required treatment paperwork (e.g., Medicaid reimbursement forms, treatment logs) that compromises a site’s ability to reimburse for SLP services or progression of treatment
- Repeated erroneous or incomplete documentation of log sheets; fraudulent reporting of hours
- Inability to meet SLPA Technical Standards for program
- Others as outlined in the SLPA Handbook under “Program Dismissal”

**Site Facility Responsibilities in the Clinical Experience**

Speech-language Pathologists who volunteer to supervise a SLPA student must agree to the following responsibilities (as mandated by the SLPAB and ASHA):

- The supervisor holds a California license and/or educational credential (if working in the public schools) and has at least two years of experience post-Clinical Fellowship Year
  - The supervising SLP should have at least 6 hours of supervision training
- Provides a schedule to the clinical director that accurately reflects their supervising availability
- The ratio of fieldwork supervisor to students must not exceed 1:2 and must ensure proper supervision through direct observation at least 50% of the time
- Students must be supervised at least 50% of the time when engaged in patient/client contact
- The supervisor will orient the student to the site and discuss expectations of behavior and responsibilities at that site
  - The supervisor should also identify emergency plans and any other relevant health/safety information to the student
- The supervisor must be on-site 100% of the time, but may leave the student alone with clients/students if confident that the SLPA intern is able to conduct the session competently
- The supervisor will conduct a minimum of two assessments during the semester (first after 25 hours of direct client contact, the second after 50 hours) using a tool provided by the Cerritos College SLPA program. Please see the corresponding course syllabus for specific procedures.
• Feedback should include a balanced approach of positives/strengths of the student and areas for improvement
• If there are any areas of unsatisfactory improvement, or any concerns regarding the student, the clinical supervisor should contact the course instructor immediately to develop a collaborative plan to assist the student

Policy on Injury during Clinical Experience:
• In the event of an injury to the SLPA intern during your clinical experience, the intern should notify the supervising Speech-Language Pathologist and Cerritos College course instructor immediately.
• As a part of the contractual agreement with each clinical site, Cerritos College has provided liability insurance for any injuries or incidences while a student is on-site at their field placement.
• The SLPA intern will be directed to legibly fill out student injury forms and will be directed to a specific clinic; they will need the completed forms before they can be treated at that clinic.
• If a patient is injured in the intern’s presence, they must follow the policies and procedures of the clinic/site to which they are assigned. You must report this incident immediately to your supervising SLP and the course instructor. The course instructor will assist the student if a claim needs to be made.

**Students must review safety policies with their supervisors in the first week to properly learn the guidelines for physical contact with clients

**Students who are medically fragile or emotionally disturbed may only be seen under direct supervision of the supervising SLP

Student Remediation

If a student is not performing at a “C” level or is performing extremely low in the key competencies of the Clinical Experience, the supervising SLP must promptly notify the course instructor and/or program director of the SLPA program at Cerritos College. The following may be put in place, depending on the situation and needs of the site, clients, student, and supervisor:

• The student will meet with course instructor to develop a remediation plan in which specific areas of need/improvement will be outlined; actions taken by the student, supervisor, and instructor will be identified as needed with a specific date set to review the student’s progress
• An observation of the student on site may be done by the course instructor
REQUIREMENTS OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT LICENSURE

Students who wish to apply for a SLPA license through the California state SLPAHD Board must complete the following requirements:

- Successfully complete all required SLPA courses and general education classes to meet the requirements of the AA degree with a minimum of a passing “C” grade
- Obtain a minimum of 70 direct service hours during SLP 241 (Clinical Experience I) & SLP 246 (Clinical Experience II) and a minimum of 15 observation hours
- **Petition for an AA degree from Cerritos College in the first month of the graduating semester**
- Complete and submit the application for Speech-Language Pathology Assistant Licensure as obtained on the SLPAB website: [www.speechandhearing.ca.gov](http://www.speechandhearing.ca.gov) including:
  - Application fee (see website for current cost)
  - Background check using Livescan fingerprinting (forms included in application)
  - Completed application with passport-sized photograph
  - Completed and signed Field Placement verification form by both student and SLPA Program Director
- Once the AA degree is conferred (stated on the Cerritos College transcript), send official transcripts directly from Cerritos College to the SLPAHD Board
- Upon licensure, all licensed SLPAs are responsible for earning 12 continuing education units every two years
  - SLPAs should follow the requirements for CEUs as outlined on the SLPAB site and consult with supervising SLPs regarding the type and variety of CEUs they pursue

PROFESSIONAL ORGANIZATIONS

- American Speech-Language-Hearing Association ([www.asha.org](http://www.asha.org))
- California Speech-Language-Hearing Association ([www.csha.org](http://www.csha.org))
- National Student Speech-Language-Hearing Association ([www.nsshla.org](http://www.nsshla.org))
Technical Standards of the Speech-Language Pathology Assistant Profession

Available at www.cerritos.edu/slpa under “Technical Standards”
Excerpts from the ASHA Code of Ethics

*Adapted from American Speech-Language-Hearing Association’s Statement on “Speech-Language Pathology Assistant Scope of Practice,” 2014 ([www.asha.org](http://www.asha.org))

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

**Principle of Ethics I, Rule A:** Individuals shall provide all services competently.

**Principle of Ethics I, Rule D:** Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing the service.

**Principle of Ethics I, Rule E:** Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

**Principle of Ethics I, Rule F:** Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

**Principle of Ethics II, Rule B:** Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

**Principle of Ethics II, Rule D:** Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s competence, level of education, training, and experience.

**Principle of Ethics IV, Rule B:** Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
I have read and understand the information included in this student handbook, appendices, and associated website links. I will fulfill my student responsibilities in accordance with the policies and procedures of the Speech-Language Pathology Assistant Program and Cerritos College.

________________________________________
DATE                     PRINTED NAME           SIGNATURE