



SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM

STUDENT HANDBOOK

Health Occupations Division

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Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Licensing Board

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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 big and small ways.

The 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 for your clients and consumers. As a licensed professional, you will also adhere to a code of ethics and professional behavior that are specific to the Speech-Language Pathology Assistant occupation, and mandated by the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers' (SLPAHAD) Board and the American Speech-Language-Hearing Association (ASHA).

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. 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 addition to academic knowledge of communication disorders, students will be required to complete clinical training in the implementation of speech-language intervention. During these clinical experiences, you will have the opportunity to practice your skills in clinical and/or educational settings under the mentorship of a state-licensed 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 Science degree in Speech-Language Pathology Assisting and be eligible for state licensure with the SLPAHAD Licensing Board (www.speechandhearing.ca.gov) and certification through ASHA.

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. I am honored to help you on your career path and wish you well in this new endeavor.

Respectfully,

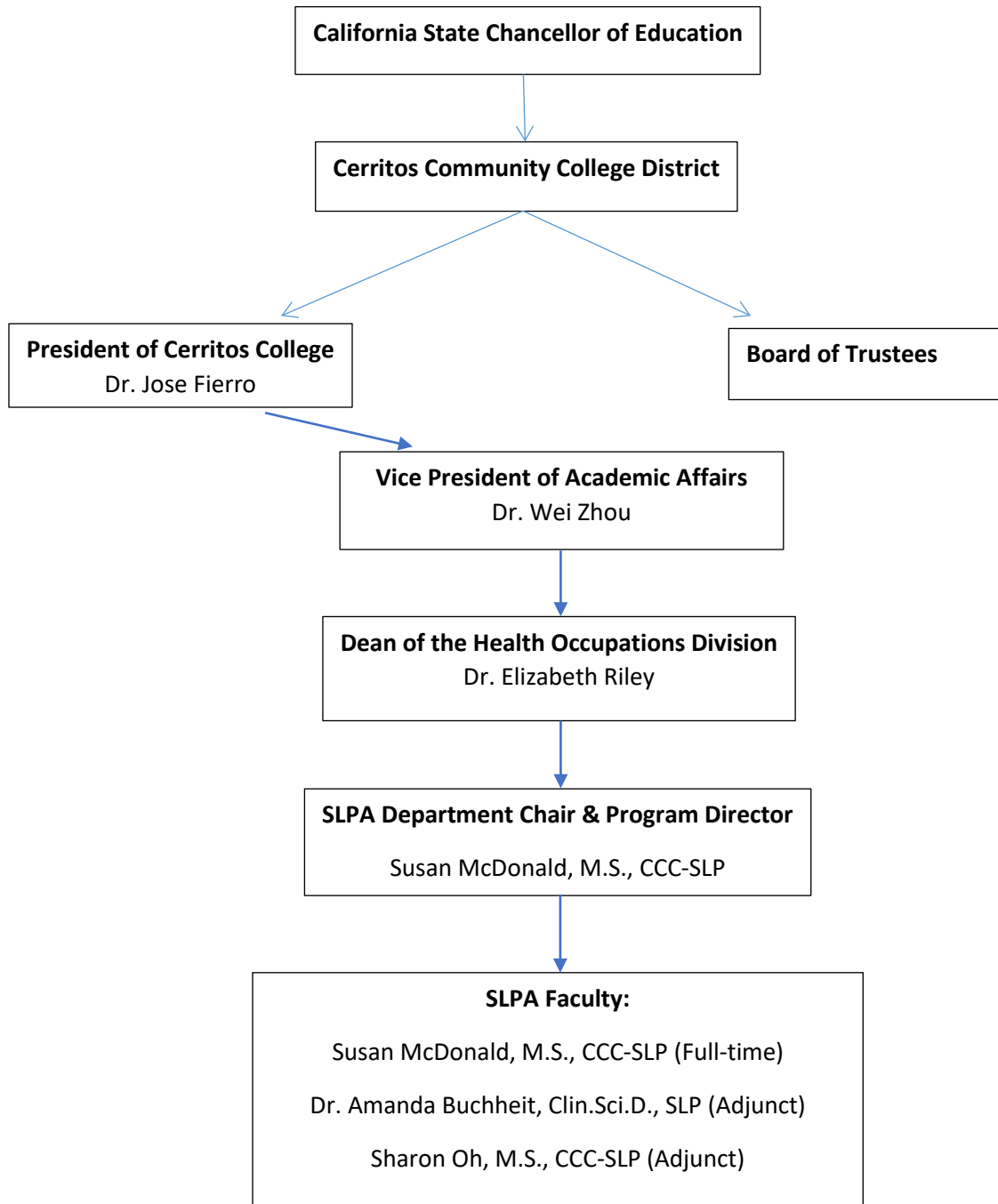
Susan McDonald, M.S., CCC-SLP
Department Chair/Program Director/Faculty
Speech-Language Pathology Assistant Program
Cerritos College

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, Audiology, and Hearing Aid Dispensers Board of California.

Organization Chart for the Speech-Language Pathology Assistant Program

Cerritos Community College District



PROGRAM STATEMENT

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

In accordance with the Cerritos College Admissions policy, Cerritos College does not discriminate in educational and employment opportunities on the basis of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, or any other status protected by law in person or in an online environment and, when the victim or victims are associated with the District, whether or not the location is associated with the District.

The SLPA Program is a Career and Technical Education (CTE) Program which retains an Advisory Committee to consult on program growth and development.

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

SPEECH-LANGUAGE PATHOLOGY ASSISTANT DEPARTMENT

CERTIFICATES & DEGREES

The Speech-Language Pathology Assistant (SLPA) Department offers a Speech-Language Pathology Aide Certificate (19 units) and an Associate of Science degree in SLPA (60 units).

A SLP Aide is qualified to assist the SLP department of a school, clinic, or medical center with auxiliary duties associated with serving individuals with communication disorders. Common job responsibilities include: clerical work, materials preparation, device maintenance, and aid SLPs during therapy sessions. A SLP aide is not permitted to conduct therapy sessions independently of a SLP, and must have a supervising SLP, who records their supervision of the aide to the California SLPAHAD licensing board. At least 12 of the following 19 units must be completed at Cerritos College to earn a SLP Aide Certificate:

- ASL 110 (American Sign Language I)-4 units
- CD 110 (Child Development)-3 units
- CD 139 (Observation, Assessment, and Positive Guidance of Child Behavior)-3 units
- CDSE 150 (Introduction to Children with Special Needs)-3 units
- SLP 101 (Introduction to Communication Disorders)-3 units
- SLP 105 (Speech and Language Development)-3 units

Students who have successfully completed those classes may submit a petition for the Speech-Language Pathology Aide certificate through the office of Admissions and Records.

Students who are interested in pursuing the Associate of Arts degree must complete the courses listed above, as well as: A&P 120 (or Anatomy 150), and complete their math, reading, and writing proficiencies. Bachelor and post-baccalaurate students with degrees in speech-language pathology or communicative disorders may use the equivalent of Anatomy & Physiology of the Speech and Hearing Mechanism AND Neuroanatomy for the A&P 120 requirement.

Students are eligible to apply for the SLPA program if they have completed the coursework described previously with a 2.5 minimum GPA and have an overall 2.0 cumulative GPA for all college coursework.

Please see the excerpt from the Cerritos College catalog on the requirements for admission to the program below (effective Fall 2019):

I. ADMISSION REQUIREMENTS

A. Academic Prerequisites

1. All prerequisite coursework must be completed prior to submitting an application. Transcripts documenting completed coursework should be submitted with the application packet.
2. Students must have completed coursework that satisfies the Reading, Writing, and Math proficiencies for the Associate of Science degree-Plan A prior to submitting their application.
3. Students must have completed the following courses or equivalent with a grade of "C" or higher prior to submitting their application:

- a. General Education-Natural Science Requirement: A&P 120 (Human Anatomy & Physiology) OR Anatomy 150: (Human Anatomy)
- b. General Education-Humanities Requirement: ASL 110 (American Sign Language I)
- c. CD 110 (Child Development)
- d. CDSE 150 (Introduction to Children with Special Needs)
- e. CD 139 (Observation, Assessment, and Positive Guidance of Childhood Behavior)
- f. SLP 101 (Introduction to Communication Disorders)
- g. SLP 105 (Speech and Language Development in Children)

4. Course acceptance and equivalency is based on a transcript review by a Health Occupations counselor. Recency of speech-language pathology coursework should not exceed 6 years.

5. Prior to submission of their application, students must have obtained:

- A minimum of 2.0 cumulative GPA for all college coursework,
- A minimum of a "C" grade in each prerequisite course, and
- A minimum overall 2.5 GPA for all prerequisite courses

6. Graduates with foreign or Bachelor degrees in Speech-Language Pathology, Communication Sciences, or Communication Disorders will not be given priority. Recency of course work still applies. All foreign bachelor degrees must be verified by a Cerritos College approved agency at the student's expense.

****To submit an application to the SLPA Program, please see updated application submission information on the SLPA website at: <https://www.cerritos.edu/slpa> or contact the department chair at smcdonald@cerritos.edu for more information****

Application forms and instructions on how to submit forms are posted on the SLPA website at: <https://www.cerritos.edu/slpa>. The deadline for application will be posted on the webpage and application forms for that application cycle. The program reserves the right to adjust application deadlines and application processes as needed.

A prospective student's application will be reviewed by the SLPA department and relevant Cerritos College staff. If students meet the prerequisite coursework and GPA requirements, they will be entered into a pool and students will be selected using a random, computerized lottery. Please see the excerpt from the Cerritos College catalog regarding the selection procedures:

II. SELECTION PROCEDURES

A. All required documents, including the Speech-Language Pathology Assistant Program application, and all official college transcripts must be in possession of the Health Occupations Division Office by the identified deadline on the SLPA website (<https://www.cerritos.edu/slpa>).

B. Students will be entered into an eligibility pool if they have:

1. Completed the prerequisite coursework, reading, writing, and math proficiencies
2. A minimum of a 2.0 cumulative GPA for all college coursework
3. A minimum of a "C" grade in each prerequisite course, and a minimum overall 2.5 GPA for all prerequisite courses
3. Submitted all required documents (i.e., transcripts, completed application forms, and course descriptions if seeking equivalency for classes taken at another college)

C. Application packets will be reviewed after the deadline. Eligible applicants will be selected by a randomized lottery system. All applicants will be notified of their status using the contact information provided in their application.

Students will be notified via email about their admission status and will be given a timeframe in which to respond. There is no waitlist or priority given to any students.

REQUIREMENTS FOR ENTRY TO PROGRAM

Upon acceptance, students will be notified by the department about required clearance procedures and documents that must be submitted prior to beginning the Associate's program. These are designed to ensure students meet the minimum health and safety requirements required for placement sites and the state licensing board. The following is an example of what

may be required (subject to change depending on federal, state, and local mandates as well as individual site requirements):

- Intake form
- Resume
- CPR certification from the American Heart Association (BLS for Healthcare Providers)
- Immunizations (MMR, varicella, Tdap, others as needed)
- TB test (required at least annually)
- Background check
- Handbook signature page

Sites may require a drug test, interview, fingerprinting (DOJ/FBI Livescan), and/or other health information from the student prior to their clearance at their sites. All of the items required for clearance are at the expense of the student. Students are required to create an account with Castle Branch to submit their documents using a compliance tracker at their own expense as well as complete HIPAA and bloodborne pathogens training.

Upon admission and submission of the required documentation, students will be enrolled in the 1st semester courses by the department. The section below lists all of the course and credit requirements for the Associate of Science degree:

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

I. PREREQUISITE COURSES:

A. The following courses (or their equivalents) must be completed prior to application to the program with a grade of “C” or higher:

A&P 120	Human Anatomy & Physiology
ASL 110	American Sign Language I
CD 110	Child Development
CD 139	Observation, Assessment, and Positive Guidance of Childhood Behavior
CDSE 150	Introduction to Children with Special Needs
SLP 101	Introduction to Communication Disorders
SLP 105	Speech and Language Development in Children

B. Successful completion of coursework that satisfies the Reading, Writing, and Math proficiencies for the Associate of Science degree--Plan A prior to submitting an application to the program.

II. REQUIRED COURSES

FIRST SEMESTER		UNITS
*SLP 108	Introduction to Phonetics	3
*SLP 125	Child Disorders and Treatment	<u>5</u>
		8
SECOND SEMESTER		
SLP 235	Adult Disorders and Treatment	5
SLP 241	Clinical Experience I	<u>2.5</u>
<i>*Prerequisites for SLP 235 & SLP 241</i>		7.5
THIRD SEMESTER		
SLP 230	Introduction to Augmentative and Alternative Communication	1.5
<i>*Prerequisite is SLP 125</i>		
SLP 246	Clinical Experience II	<u>2.5</u>
<i>*Prerequisites are SLP 241 & 235</i>		4
TOTAL PROGRAM DEGREE UNITS:		19.5

ASSOCIATE OF SCIENCE (A.S.) DEGREE REQUIREMENTS:

Students must complete a **minimum of 60 semester units** to include (1) the prerequisite coursework, (2) the required SLPA Program courses, (3) the Associate of Science degree general education requirements and proficiencies (including the American History or American Government, Health and Wellness, and Communication and Analytical Thinking proficiencies), and (4), all classes with a grade of “C” or better in all courses required by the major.

All students who are admitted to the Associate of Science degree program must take all courses at Cerritos College. No exceptions are made for students with Bachelor’s degrees in Communication Sciences, Communication Disorders, or Speech-Language Pathology. In the last semester of the program, students will complete a petition through Admissions and Records to receive their A.S. degree in SLPA upon completion of all program requirements.

Remaining Open Enrollment students

Students who previously attended or began the Cerritos College SLPA program as an ‘open enrollment’ student (prior to Fall 2019) must communicate directly with the Department Chair about their desire to re-enter or continue the SLPA program. Students who have had more than 1 academic year break in their attendance to the college will be required to adhere to the new catalog requirements and to apply to the program.

Students who have maintained active enrollment but have not completed all of the SLPA coursework will need to meet with the SLPA department chair to review their transcript. The student will need to submit an application form with the next round of applications to provide

the needed information and ensure a spot in the new cohort (or be added to classes as available and appropriate for the student's academic progression).

Students who feel they meet prerequisite requirements for a course may fill out a requisite challenge form, available in Admissions and Records.

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, professional conduct, and ethical practices as mandated by the California SLPAD Board and the American Speech-Language-Hearing Association

STUDENT LEARNING OUTCOMES

- 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 Cerritos College instructors, Cerritos College staff, clients, supervisors, families, and staff on placement sites
- Display punctuality and adherence to time schedules
- Respond appropriately to client, caregiver, and staff's emotional states and/or behaviors
- Present 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 implement 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
- Submit treatment documentation of all therapy sessions with accurate data and client information by deadline required by site
- Manage time effectively during clinical and non-clinical hours to complete required tasks
- 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 as needed
- Prepare and maintains accurate and legible client/patient records in accordance with SLP guidelines
- Adjust language and materials appropriately for the client's developmental age, communication style, physical skills, cognitive level, cultural values, linguistic background, and communication disorder
- Use professional terminology correctly in communication with the supervising SLP
- Implements evidence-based therapeutic techniques when providing intervention with the client/patient
- Utilize data to identify client progress and current levels
- Manage on-task and off-task behaviors of clients in individual and group treatment appropriately

These outcomes are integrated into the Clinical Competencies listed in the Field Placement/Clinical Experience Policies and Procedures.

TECHNICAL STANDARDS/ESSENTIAL FUNCTIONS

Speech-Language Pathology Assistant

The following listing has been prepared to assist you in understanding the technical standards of the Speech-Language Pathology Assistant Program in order to affiliate in the clinical agencies and ultimately practice the profession. The technical standards as stated herewith are not conditions of admission to a program of study. Rather they reflect performance abilities that are necessary for a student to successfully complete the requirements of the specific Health Occupations program.

The purpose of this document is to notify prospective Speech-Language Pathology Assistant students of these technical standards to enable them to make an informed

decision regarding enrollment in the Speech-Language Pathology Assistant program at Cerritos College.

The delivery of safe, effective, and ethical speech and language intervention requires that students be able to perform functions related to the technical standards outlined here. The inability of a student to perform these functions may result in the student being unable to meet course objectives and to progress in the Speech-Language Pathology Assistant Program. Additionally, if a student is unable to perform these required competencies, the student may pose a risk of harm to the client(s) for whom care is provided.

All applicants meeting the appropriate academic requirements shall be considered equally for admission to the Cerritos College or any academic program regardless of race, color, religion, sex, marital status, beliefs, sexual orientation, national origin, age, or physical or mental disability.

A. Technical Standard/Essential Function: COGNITIVE ABILITY

Description:

- Demonstrate ability to apply therapeutic principles and research/evidence-based therapy methods in therapeutic/educational setting
- Exhibit critical thinking skills to respond to unexpected events and to solve problems efficiently
- Exhibit awareness of, and the ability to work with, diverse learners
- Exhibit ability to reflect on his/her own practice and seek opportunities for professional growth
- Exhibit ability to analyze data to determine mastery of treatment objectives/goals
- Exhibit ability to function effectively under stress and time constraints
- Exhibit ability to organize time to allow for adequate preparation for client therapy sessions
- Exhibit sound judgment and safety precautions
- Exhibit ability to identify ethical and unethical situations
- Demonstrate critical-thinking ability sufficient for collecting, analyzing, and integrating information and knowledge in order to make safe judgments and decisions that promote positive learning outcomes and professional behavior
- Exhibit ability to follow policies and procedures required by employers and academic/clinical settings

Examples of Activities (not all-inclusive):

- Plan therapy sessions that are based on children's developmental abilities and inspired by their interests
- Demonstrate ability to adjust to daily changes in client's abilities/behaviors
- Use probes to monitor treatment progress
- Analyze data to determine treatment progress

- Orchestrate the environment and routines to promote relationship and optimal learning activities
- Identify and embrace individual and cultural differences and exceptionalities
- Continue professional growth to maintain SLPA license and remain current in the field
- Follow behavioral plans to maintain the safety of students
- Follow code of ethics as prescribed by the state licensing board and American Speech-Language-Hearing Association (ASHA)
- Demonstrate ability to assist accurately with all student care duties per employer's procedures.
- Demonstrate flexibility and adaptability during new or unusual situations

B. Technical Standard/Essential Function: COMMUNICATION ABILITY

Description:

- Demonstrate ability to read, comprehend, and use professional language
- Demonstrate clear, concise, and professional writing
- Demonstrate ability to adjust verbal and nonverbal language appropriately to meet the needs of multilingual and culturally diverse clientele and families
- Demonstrate ability to provide accurate verbal and nonverbal models of the English language

Examples of Activities (not all-inclusive):

- Create therapeutic lesson plans based on treatment plans client's goals
- Search for and review current research on an intervention method or disorder
- Follow the instructions correctly to administer speech and language screening tools
- Generate treatment progress updates both verbally and in written form
- Document treatment objectives and data accurately on log forms
- Consider cultural and linguistic background of child and family when planning therapeutic sessions, developing relevant therapeutic materials and when interpreting (if bilingual)
- Distinguish between the speech sounds of the English language and say them accurately as a model for the client
- Create example syllables, words, phrases, and sentences using standard English structures, and phonology rules for therapy materials and activities

C. Technical Standard/Essential Function: INTERPERSONAL/INTRAPERSONAL SKILLS & BEHAVIORS

Description:

- Demonstrate emotional stability to cultivate and maintain positive relationships with a variety of personalities
- Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever-changing situation

- Demonstrate ability to behave in a professional manner and follow the ethical standards of the field
- Demonstrate ability to maintain client/patient confidentiality
- Demonstrate evidence of cultural competence

Examples of Activities (not all-inclusive):

- Defer to supervising SLP when approached to perform skills outside scope of practice
- Demonstrate empathy for patients and peers, exhibit sensitivity to the needs of others, and treat all with dignity and respect
- Maintain composure during unexpected and difficult situations inside and outside the classroom
- Follow any established behavior plans for client
- Respond positively and professionally to supervisor feedback
- Consider ethical standards to inform decisions and to guide professional behavior
- Demonstrate sensitivity to, interest in, and respect for, the individual differences of each client
- Maintain confidentiality in compliance with local state, national, and federal regulations (e.g., IDEA, HIPAA, FERPA)

D. Technical Standard/Essential Function: VISUAL ABILITY

Description:

- Demonstrate visual acuity sufficient for observation and assessment of safety, learning, and development of client
- Demonstrate ability to visually discriminate by color, shape, size, letters, and numbers
- Demonstrate ability to set up environments that facilitate effective intervention

Examples of Activities (not all-inclusive):

- Demonstrate awareness of all children in the environment by being able to observe each child even when paying attention or interacting with one or more children
- Set up environment and furniture in a way that all children can be easily supervised
- Position self to ensure that s/he can easily observe all children
- Program AAC devices

E. Technical Standard/Essential Function: AUDITORY ABILITY

Description:

- Demonstrate hearing acuity sufficient to perceive client's speech and language and interact with families and other professionals
- Demonstrate effective auditory discrimination skills of speech
- Demonstrate selective auditory attention

Examples of Activities (not all-inclusive):

- Detect any noises or speech clients produce in treatment session
- Listen to a client’s production of a speech sound or word/phrase/sentence and judge its accuracy
- Demonstrate ability to accurately discriminate between English language phonemes in isolation and in connected speech

F. Technical Standard/Essential Function: TACTILE ABILITY

Description:

- Demonstrate tactile ability to sufficient to interpret changes in temperature and muscle tension
- Demonstrate awareness of client’s bodily fluids

Examples of Activities (not all-inclusive):

- Model therapy techniques for proper placement of articulation
- Monitor appropriate temperature of food

G. Technical Standard/Essential Function: OLFACTORY ABILITY

Description:

- Demonstrate olfactory ability sufficient to detect unusual odors/smells in the environment and on individual children

Examples of Activities (not all-inclusive):

- Detect malodorous or unusual odors from bodily fluids and food
- Alert appropriate staff to manage child/adult’s hygiene, urinary, or excretory needs
- Distinguish smells which adversely affect the environment (fire, noxious fumes, etc)

H. Technical Standard/Essential Function: STRENGTH AND MOBILITY

Description:

- Demonstrate strength and mobility sufficient to supervise and meet the needs of children and adults
- Demonstrate energy and vitality sufficient to interact with people of all ages and to help them accomplish their tasks

Examples of Activities (not all-inclusive):

- Demonstrate strength to lift, move, and transfer children; including those in wheelchairs
- Demonstrate ability to maneuver in small spaces (walk, stand, and bend over)
- Organize the environment utilizing the ability to rearrange pieces of furniture and lift boxes of materials
- Conduct and participate in active play

- Demonstrate ability to effectively use appropriate ergonomic techniques (good body mechanics)

I. Technical Standard/Essential Function: MOTOR ABILITY

Description:

- Demonstrate gross and fine motor abilities sufficient to perform safe and effective patient care, as well as providing safe environments and responding to unexpected situations in a timely manner
- Communicate with basic sign language proficiency
- Demonstrate fine motor abilities adequate for using current technology in the workplace
- Demonstrate physical ability sufficient to maneuver in small spaces (including standing, ending, walking, bending, and range-of-motion of extremities)

Examples of Activities (not all-inclusive):

- Stand for sustained periods of time; including walking, running, and playing
- Demonstrate ability to bend, and sit on floor and on-child sized furniture
- Demonstrate dexterity to write copious observations and records

J. Technical Standard/Essential Function: PHYSICAL ENDURANCE

Description:

- Demonstrate sufficient physical endurance to complete assigned periods, the required shift, and the assigned tasks
- Demonstrate ability to tolerate 1-2 hour periods of driving

Examples of Activities (not all-inclusive):

- Drive between work sites and long commutes of 2 hours
- Work 8 hour shifts
- Recognize signs of stress and care for self and others in an effort to prevent burnout

K. Technical Standard/Essential Function: ENVIRONMENTAL TOLERANCE

Description:

- Demonstrate ability to function safely in a classroom environment
- Demonstrate ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids
- Demonstrate awareness that the healthcare environment may contain latex or other allergens, including but not limited to chemical; tolerance of such allergens in the workplace must also be demonstrated

Examples of Activities (not all-inclusive):

- Understand and accept high levels of noise as groups of children scream in excitement or cry in frustration
- Perform Universal Precautions to work safely in an environment that includes respiratory and bloodborne pathogens
- Maintain a healthy and clean program environment (e.g., hand washing, washing dishes, tables, sanitizing toys, and keeping toxic chemicals and cleaning supplies away from children)

If you have a disability or acquire one, you may be entitled to receive support services and/or accommodations intended to assure you an equal opportunity to participate in, and benefit from, the program. Reasonable accommodations for students with disability-related needs will be determined on an individual basis taking into consideration the standards and essential skills which must be performed to meet the program objectives. To receive more information or to apply for services, please contact the Student Accessibility Services (SAS): <https://www.cerritos.edu/sas/>.

SPEECH-LANGUAGE PATHOLOGY ASSISTANT SCOPE OF PRACTICE**Roles & 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):**

- Conducting a speech-language screening, without interpretation, and using screening protocols developed by the supervising Speech-Language Pathologist (SLP)
- When competent to do so, as determined by the supervising SLP, acting as an interpreter for non-English speaking patients or clients and their family members
- Providing direct treatment assistance to patients or clients under the supervision of a SLP
- Scheduling activities and preparing charts, records, graphs, and data
- Following and implementing documented treatment plans or protocols developed by a supervising SLP
- Performing checks and maintenance of equipment, including, but not limited to, augmentative communication devices
- Documenting patient or client progress toward meeting established goals, and reporting the information to the supervising SLP
- Assisting with speech-language pathology research projects, in-service training, and family or community education

- Assisting a SLP during assessments, including, but not limited to, assisting with formal documentation, preparing materials, and performing clerical duties for the supervising SLP
- Maintaining a minimum of 12 professional development hours over a two-year period
- Disclosure of his/her name and registration status, as granted by the state, on a name tag in at least 18-point type

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 parent or case conferences 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., providing swallowing therapy with bolus material)

EXPENSES

Enrollment fees, CPR training, physical exam/immunizations, background checks, books, and supplies will cost approximately \$3700. Students are responsible for their own living accommodations, transportation to and from selected clinical sites, background/fingerprinting clearance, drug screening, CPR, health clearance, and any other costs required for clinical placement clearance procedures. See the Cerritos College catalog for enrollment and out-of-state resident fees.

ATTENDANCE

Attendance, punctuality, and time management are key behaviors and skills required of future Speech-Language Pathology Assistants. As future professionals in the fields of healthcare and education, students are expected to work towards a high performance in this area. That is why the program adopts the Cerritos College attendance policy for academic coursework that students in excess of 10% of the total class hours are subject to drop.

For clinical coursework, students' ability to show up on time consistently and actively participate is an aspect of professionalism that will be evaluated during those courses. Students who embark on clinical placements should understand that the client, their families, and the SLPs are counting on them to be reliable and consistent in their attendance and any absence affects the schedule and operations of the SLP department at that site. Students are required to notify the instructor and supervising SLP as soon as they anticipate an absence from their clinical placement, following the procedure outlined in that semester's course syllabus.

Students who are admitted to the program and acquire a physical or mental condition that would affect attendance, participation, or performance in their clinical placements must provide a medical note outlining the dates of absences by the physician. These students will be required to be cleared from their physician prior to returning to their clinical placement using a departmental form and the Technical Standards/Essential Functions. Students are still required to complete the total number of assigned clinical hours of the course if they remain enrolled in the course.

Students are required to attend their clinical placements for a minimum of 2 full days/week. It is the responsibility of students to ensure that they have made themselves available to complete the clinical hours during the chosen semester that they are enrolled in that clinical experience class. Students must have made the necessary arrangements in their personal and work schedules to ensure that they are able to meet the attendance and participation requirements of their clinical experience each semester.

SCHOLARSHIP, PROMOTION

Successful completion of all levels of course work is necessary for completion of and graduation from the program of study. Students are required to maintain a grade of “C” or higher in all Speech-Language Pathology Assistant classes in order to progress in the program. Upon successful completion of all program requirements, students are eligible to receive an Associate of Science degree. This program uses a modified grading scale for all SLPA courses, in which 76% is considered the lowest percentage that counts for a “C” grade. Students who do not pass SLP 101 and SLP 105 after two attempts each are not eligible to apply for the Associate’s degree program. Students who are admitted to the A.S. degree program have two opportunities to successfully obtain a grade of “C” or higher (“A, B”) for SLP Assistant Program courses.

Student success is measured through a variety of formative and summative assessment measures, such as observation/evaluation of clinical behaviors, student projects and presentations, and examinations. Student Learning Outcomes are assessed on an annual basis for each course.

It is recommended that students who are transferring to other colleges to obtain a Bachelor’s degree in Speech-Language Pathology (or related field) should meet with a Health Occupations counselor to ensure they have completed the necessary coursework for transfer, which may require additional classes beyond what is required for the Associate of Science-Plan A. Due to the rigorous nature of the program, students are not encouraged to take additional coursework while enrolled in the program. Students who have been admitted and accepted into the SLP Assistant Program should plan any additional courses around their A.S. degree coursework and other responsibilities. Modifications to a clinical schedule will not be made for students who are taking additional coursework while enrolled in the SLPA program.

Once the degree has been conferred, students may apply to the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers’ Board for licensure. The application and its requirements can be found at www.speechandhearing.ca.gov. It is the responsibility of the student to submit all application materials to the Board. Completion of the program does not guarantee licensure or employment. The program director, department chair, and course instructor reserve the right not to sign the student’s fieldwork verification form on the state license application if the student has demonstrated any violations of the ethical code (e.g., HIPAA violations) or SLPA student code of conduct during their time in the program.

LENGTH OF PROGRAM

Speech-Language Pathology Aide Certificate

There is no prescribed length for the Speech-Language Pathology Aide certificate or the number of semesters required to complete the prerequisite coursework for the Associate of Science

degree application (A&P 120, ASL 110, CD 110, CD 139, CDSE 150, SLP 101, SLP 105). Students are free to complete the courses on a schedule that works for their personal and work commitments based on course availability.

Associate of Science-Speech-Language Pathology Assistant

Once accepted to the Associate's program, students are expected to complete the prescribed sequence in sequence outlined in the catalog. All students are expected to successfully complete SLP 108, SLP 125, SLP 230, SLP 235, SLP 241, and SLP 241 and any remaining general education requirements for the Associate's degree within three semesters.

Due to forces outside the control of the department or college (e.g., natural disaster, pandemic, lack of available instructors/supervisors), delays in course offerings may result. In those instances, the program may need to cancel or delay one or more courses in the program and/or delay the application process.

ACADEMIC HONESTY POLICY

The SLPA program maintains the same expectations of academic integrity as outlined in the Cerritos College catalog. Academic dishonesty is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, or fraudulent means. Examples of academic dishonesty include, but are not limited to, the following:

- Copying, either in part, or in whole, from another's test or examinations
- Copying, either in part, or in whole, content from a textbook or source supplied in class
- Discussion of answers or ideas relating to the answers on an exam or test when the instructor prohibits such discussion
- Obtaining copies of an exam without the permission of an instructor
- Using notes, 'cheat sheets,' or otherwise utilizing information or devices not considered appropriate under the prescribed test conditions,
- Altering a grade or interfering with the grading procedures in any course
- Allowing someone other than the officially enrolled student to represent them in a course
- Plagiarism, which is defined as the act of taking the ideas, words, or specific substantive material of another and offering them as one's own without giving credit to the source

One or more of the following actions are available to the faculty member who suspects a student has been cheating or plagiarizing:

1. Review-no action
2. An oral reprimand with emphasis on counseling towards prevention of further occurrences.
3. A requirement that work be repeated.
4. A reduction of the grade earned in the specific work in question, including the possibility of no credit for the work.

5. A reduction of the course grade as a result of item 4 above, including the possibility of a failing grade for the course.
6. Referral to the Office of Judicial Affairs for further administrative action, such as suspension or expulsion.

SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM

STUDENT CODE OF CONDUCT

Because students are enrolled in a field that requires students to work with a diverse population of individuals with communication disorders in both healthcare and educational settings, they must strive to conduct themselves with the highest level of integrity as future SLP Assistants. The code of conduct is required because students' behavior in the academic setting, outside of class time, and during their clinical placements is a reflection of their readiness and potential to meet the cognitive, communication, and interpersonal technical standards/essential functions of this profession.

Professional Behavior

In the academic and clinical settings students must conduct themselves professionally with the Department Chair/Program Coordinator, Cerritos College staff, classmates, supervisor, clients, site/facility staff. Professional behavior looks like:

- Positive response to constructive feedback
- Neutral or positive body language with everyone
- Neutral or positive verbal tone
- Staying in the scope of practice for your field
- Following the code of ethics
- Maintaining confidentiality (following HIPAA and FERPA regulations)
- Dealing with differences of opinion or conflict by asking questions and not assuming what the other person is feeling or knows
- Following the procedures and policies of the school (or clinical site)
- Taking responsibility for personal behavior and mistakes
- Following the policies and practices of this program, Cerritos College, and the clinical site
- Timely communication with necessary personnel regarding an issue that impacts academics or placement
- Asking questions when unsure of expectation or how to do something

If students have questions about their grades or assignments, it is their responsibility to contact their instructor in a timely manner and discuss the issue using professional language and behavior (in both verbal or written formats). At times, students will be assigned to groups for projects and it is expected that they will demonstrate professional and courteous behavior to

their classmates in regards to sharing the workload, communicating in a timely manner about group assignments, collaborating with their classmates, and working with the group to schedule time to work on the assignments together.

Outside of class time, it is equally important for students to demonstrate the initiative, responsibility/accountability, and time management that is required to complete course work and reach out for resources as needed.

Students need to initiate conversations with a Health Occupations counselor and/or the Department Chair if they have any questions about their academic progression. Students are responsible for reviewing all course and program requirements, including prerequisites and deadlines for withdrawal or submitting required paperwork to the college (e.g., petitions for graduation).

Students are expected to comply with all college, program, and clinical site rules and regulations. It is the responsibility of the student to ensure they have reviewed all available handbooks in order to understand and follow all guidelines, policies and procedures of Cerritos and the clinical sites where they have been assigned.

In the academic setting, if a student is dissatisfied with a particular situation, they may discuss their concern directly with their instructor. If they feel that they did not have a productive conversation with the instructor they may consult with the Department Chair of the SLPA program. If that is unsatisfactory, the Chair will refer the student to the Dean of Health Occupations. This reflects the professional way that situations are handled in most workplaces, and as future SLPAs, it is expected that you will try to address any concerns you have with the person directly first.

On a clinical site, students must be professional and courteous with whomever interact with at all times--their clinical supervisor, families, clients, and site staff and follow all safety and health procedures for the site. If the student has any questions about emergency, health, or safety procedures, they should reach out to their immediate supervisor if they are not given an orientation on those.

If a student has a challenging situation on a clinical site, their first obligation is to discuss it with their supervisor, even if it involves their supervisor. If the conversation was not productive, the student should consult with the clinical course instructor for further guidance.

Client/Patient Confidentiality

All students who are placed at clinical and educational sites must comply with HIPAA and FERPA regulations. This means they will maintain confidentiality of all clinical documents and respect the client's rights by:

- Keeping client information on-site; interns are not permitted to take photos, recordings (video or audio), or any paperwork home that has client information on it

- Only discussing client on-site with people who need to know (i.e., supervising SLP)
- Not seeking information that is not relevant to the client's plan of care from their supervisor or other individuals who work with the client

Ethical Behavior

Students must follow the ASHA Code of Ethics for Speech-Language Pathology Assistants. Go to www.asha.org to see the current Code of Ethics.

Students are also expected to adhere to the ASHA CODE OF CONDUCT in their clinical placements and once they are licensed and/or certified assistants:

Principle of Conduct I

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

Conduct Fundamentals

- Assistants shall engage only in those activities delegated by the supervising audiologist or speech-language pathologist and permitted by local, state, or federal regulations.
- 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.
- 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.
- Assistants shall accurately represent the intended purpose of a service or product and shall abide by established guidelines for the clinical practice of assistants.
- 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.
- Assistants shall maintain timely and accurate records about services provided and products dispensed as directed by the supervising audiologist or speech-language pathologist.
- 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 intra-professional 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.

For more information on the ASHA Code of Conduct for Speech-Language Pathology Assistants, please see the website here: <https://www.asha.org/policy/Assistants-Code-of-Conduct/>

The student code of conduct applies to all SLPA students who enroll in any SLPA courses. Students will be given an advisory note of the issue regarding any breaches of conduct. Students who receive one or more advisory notes may be dismissed from the program.

ACADEMIC PROBATION AND PROGRAM DISMISSAL

A. Academic Probation (per Cerritos College policy):

Cerritos College and the SLPA Department strive to promote and ensure student success through a variety of methods including multimodal instruction, student success initiatives, and individual tutoring. 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 (per Cerritos College policy):

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 (Cerritos College policy):

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. (Cerritos College policy)

Students who received an "I," "W," "D," or "F" for two attempts at a SLPA class will no longer be able to attempt the courses again, apply for the Associate's degree program, or continue the Associate's program if enrolled. (SLPA Program Policy)

D. Program Dismissal (SLPA Program Policy):

SLPA students who do not meet the Student Code of Conduct as outlined above, and/or have received disciplinary, punitive, or probationary measures by other departments of Cerritos College will be dismissed from the program. Students will receive an advisory note for each violation. One or more advisory notes is grounds for program dismissal. In addition to a violation of the Student Code of Conduct, a SLPA student will be dismissed from the program if the following are demonstrated:

1. Failure to pass a background check or DOJ/FBI Livescan (required for placements and SLPA licensure). Students who have misdemeanors or felonies will not be permitted to progress in the program and the offer of admission may be rescinded; students currently in program will be dismissed.
2. Student does not submit required health or other documentation required before beginning the Associate's degree program (e.g., CPR, intake form, immunizations) after offer of admission has been made.
3. Student does not receive a passing grade (i.e., "I, F, F(W), D, W") after two attempts to take a SLPA course.
4. One or more instances of sexual harassment of Cerritos College staff, students, clients, supervisors, and/or placement site staff. This includes verbal or written forms of communication that are sexual in tone or otherwise inappropriate nature that undermine the professional interaction between the student and others.
5. One or more violations of HIPAA and/or FERPA regulations, or any other confidentiality policies for the student's placement site.

6. One or more instances of physical aggression of any kind or degree towards Cerritos staff, students, supervisors, clients, and/or placement site staff.
7. One or more instances of verbal or written communication from a student to a Cerritos College staff member or placement site staff that is libelous, slanderous, aggressive, hostile, accusatory, threatening (physical, legal, or otherwise), bullying, or otherwise inappropriate in tone.
8. Failure to demonstrate competency in one or more areas of technical standards.
9. Refusal or lack of compliance to follow Cerritos College administrative procedures, and/or SLPA policies and procedures.
10. Students who receive two or more advisory notes for similar or different behaviors in which they are in violation (i.e., contacting SLPs for placements, unprofessional emails, violating HIPAA).
11. Errors in safety and/or judgment, aberrant behavior, or any action which places a patient/client or co-worker at risk are grounds for immediate removal from a placement and potential dismissal from the program.

POLICY AND PROCEDURES FOR STUDENT GRIEVANCES

***Excerpts from the Cerritos College Catalog**

A. Student 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 Student Accessibility Services Center 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. Please see the Cerritos College for further information on policies and procedures regarding student grievances.

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.

A grievance shall herein be defined as any act depriving a student of any of the rights set forth in the statement of "Student Rights and Responsibilities," or any state, federal, or local codes. Grades and grading grievances are not addressed within this administrative procedure. The student should refer to "Student Grade Grievance Procedure."

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.

GRIEVANCE PROCEDURE (Except Grades and Grading, Sexual Harassment, and Other Illegal Discrimination):

STEP I - INFORMAL ACTION

A. The student with a grievance shall first attempt to resolve the matter by informal discussion with the employee(s) involved.

B. If the problem is not resolved in step I-A, the student shall then attempt to resolve the matter by informal discussion with the person at the lowest level of supervisory authority for the person with whom there is a complaint (*e.g., the department chair of the program, or the dean of the division if the department chair is in the instructor/employee with whom the student is having the problem*).

C. If the grievant still believes the issue has not been resolved satisfactorily after Step I-B, a student Statement of Grievance form may be obtained from the Office of Student Conduct and Grievance. After completion of the form, specifying the time, place, nature of the complaint and remedy or correction requested, it should be submitted to the Coordinator of Student Conduct and Grievance who will send a copy of the written statement to the ASCC Supreme Court Chief Justice and the Vice President of Academic Affairs. This statement must be submitted within 30 instructional days after the grievant has become aware of the act or condition on which the complaint is based. An instructional day is defined as any day Monday through Friday that all normal college business is conducted, both in the classroom and administrative offices. All weekend days and college holidays are excluded.

D. The ASCC Chief Justice or Court designee shall attempt to resolve the problem through informal meeting and discussion among the pertinent parties while remaining neutral on all issues involved. This informal meeting and discussion is intended to include the levels of management or administration concerned with the problem and should be completed within ten instructional days, as such days are defined herein. In the event the informal procedure fails, the formal procedure may be implemented.

Please see the Cerritos College catalog for further information about the formal procedures taken if the informal procedure fails.

C. Grade Grievance Procedure

Students may submit a Grade Grievance Form to the Office of Student Judicial Affairs within 30 instructional days after the completion of the course about which the grade was filed. The coordinator of Student Judicial Affairs will meet with the student and review the completed form. If the student wishes to pursue the grievance, the Coordinator of Student Judicial Affairs will sign and date the form.

The Coordinator of Student Judicial Affairs 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 Coordinator and is dated. The Division Dean shall make a recommendation to the parties within 10 instructional days.

Please see the Cerritos College catalog for further information about procedures relating to grade grievances.

FIELDWORK PLACEMENT/CLINICAL EXPERIENCE

Clinical training as a SLPA represents a major component of the learning experience in the program and must be successfully completed in order to graduate from the program and apply for state licensure. Placements are arranged in clinical and educational settings which have a contract with Cerritos College. The course instructor coordinates the placement of students with state-licensed speech-language pathologists. Because not all SLPs choose to become ASHA members, Cerritos College can only ensure that the student will be supervised by a state-licensed SLP.

The SLPAHAD Board requires proof of a minimum of 15 observation hours and 70 clinical hours (minimum) as a part of the SLPA license. **The clinical hours requirement will be changing in from 70 to 100 clinical hours in 2023.** ASHA requires a minimum of 20 indirect hours and 80 direct contact hours (minimum) with clients. Students typically earn 162 hours during their clinical experiences.

The clinical experience courses are voluntary internships. No compensation is provided for the student or supervising Speech-Language Pathologist. In addition to completing a designated number of clinical hours, students also must receive above a 76% on their clinical evaluations.

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 in an educational, medical, or clinical setting where they will practice clinical skills under the supervision of a licensed Speech-Language Pathologist.

Speech-Language Pathology Assistant Competency Requirements for Field Placement

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.
- Adheres to HIPAA, FERPA, and confidentiality/privacy regulations of setting.

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.

PLACEMENT PROCEDURES

The course instructor establishes and maintains contracts with all affiliated sites and facilities. 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. Students may contact the SLPA Program Director if they wish to inquire about available placements with a

particular site at the beginning of their program. Contracts typically take six to nine months to complete.

Students may not seek out their own placements and those that do compromise the integrity of the field placement process and relationships with sites. All placements are decided by the course instructor. **Students who refuse a field placement or seek out their own supervision without authorization of the program director will receive an advisory note**, and will be required to meet with the program director and dean of the Health Occupations division to discuss their understanding of the SLPA program and policies.

Students are matched to a site based on supervisor availability at the beginning of the semester. Sites and supervisor availability are subject to change based on variables outside of the scope of the SLPA program.

Prior to beginning the program, students admitted to the program will be given forms outlining the most current requirements for placement. These MAY include any of the following and are subject to change:

- Proof of a negative skin test for TB or negative chest X-ray (no older than 2 years)
- An immunization form indicating immunity for MMR (measles, mumps, rubella), Varicella, Tdap, and COVID-19
- Physician clearance based on review of Technical Standards/Essential Functions and student health record
- A copy of a current CPR card from the American Heart Association for Health Care Providers (Basic Life Support) or the American Red Cross
- An intake form
- Signed contract page from the SLPA Handbook
- Resume

Schedule & Assignment

Due to the changing nature of supervisors' schedules, work settings, and reduced availability of supervisors, **a student's schedule needs to be as open and as flexible as possible**. Students are expected to be available for 10-12 hours per week (during business hours) to meet the clinical hour requirements of each clinical experience course.

A student's clinical schedule may range from a typical school day or late morning through the early evening, depending on the site. Students may need to add more hours to their schedule depending on supervisor availability and accrual of clinical hours as the semester progresses. This will be particularly relevant if the student intern is working in a clinical setting as there is a likelihood of more appointment cancellations. Ultimately, it is the student's responsibility to free their personal and work schedules to ensure completion hours by the end of the semester if they have been assigned a supervisor.

Once the students have submitted/completed the required placement forms and activities, they will be assigned a placement by the course instructor, as they are available. 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. Although not typical, the student may be switched to another supervisor or placement based on a change in circumstances (e.g., the supervisor needs to take a leave of absence, quarantine order).

Students will receive a placement assignment with the supervisor's information and the name of the site/district and the availability and location of the supervisor, as appropriate. At that time, students will be given additional information about the HR clearance process for each site that 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 as a Cerritos student. **Due to supervisor shortages, the program will assign placements based on supervisory availability, not based on individual students' schedules and preferences.**

While it is the intention of all SLPA department faculty and Cerritos College staff to help facilitate the completion of the student's program in a timely manner, students may experience delays in program and degree completion due to circumstances outside the control of the program. For example, the COVID-19 pandemic has created a public health and safety order that has caused schools and clinics to close their physical spaces, and all therapy has been converted to telepractice (online).

Location & Access:

Students are placed where sites are available that semester, which could be as close as 15 minutes from campus or at least 1.5 hours from campus. Student's geographical preferences cannot be taken into consideration due to limited availability of supervisors. Students may have to commute at least an hour to their placement site. 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.

In addition to on-site options for placements, a placement via telepractice may be assigned for one or both semesters. This will require the student to use a laptop, camera, and microphone to participate in those sessions. Students will need a quiet, closed room in their home where they can conduct confidential speech-language therapy. A professional backdrop or photos/avatar is required for any teletherapy platforms used. Students who have concerns about acquiring and using this technology should discuss this with the program director prior to beginning the program. Students may obtain the required technology for their placement by

submitting a request through the CERRITOS CARES website:
<https://www.cerritos.edu/cerritoscares/>

Security/Health Clearance:

- Students who are admitted to the SLPA program must submit documentation to their Castle Branch account for vaccination status and physician clearance
- Once students are assigned to a placement, they are required to complete any additional procedures for clearance by the site in a timely manner (this may include an additional TB test, fingerprinting, filling out application forms, interview, or other).
- *Students who do not pass clearance procedures for the site will be not be given another placement and will need to meet with the SLPA program director regarding their ability to complete the requirements of the clinical experience course*

Student Dress Code

Student appearance and selection of clothing should reflect professionalism and concern for the welfare of the patient, whether the placement is being held online through telepractice or on-site. 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.
2. Hair is to be clean and styled so as not to interfere with performing duties of the job. Some sites require staff and interns to have hair at the base/natural color (no bright dyes) and to limit facial hair length.
3. Makeup should not draw attention to oneself and worn in moderation.
4. Application of strong scented perfume, cologne or aftershave is prohibited. (on-site only)
5. Shoes should be close-toed, safe, and appropriate for the setting. No sandals or flip-flops are allowed. (on-site only)
6. Jewelry should be functional and selected for safety; any jewelry that could catch on clothing, equipment or patients should not be worn. (on-site only)
7. Students will wear a badge that identifies their name, affiliated school and position (SLPA intern) in 18 size font. Online, students may identify their name and title (e.g., "Miss Gloria, SLPA Intern" to identify themselves in the Zoom conference call)
8. Videoconferencing photos should reflect a professional photo of the student with a professional background

***In addition to these guidelines, students must comply with any additional dress code requirements of the site they are assigned to.**

STUDENT INJURY POLICY

- In the event of a non-life threatening injury to you during your clinical experience, please notify your supervising Speech-Language Pathologist and Cerritos College course instructor **immediately**. If the injury is severe and life threatening, contact 911 first.
- 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.
- You will be directed to legibly fill out student injury forms and will be directed to a specific clinic; you will need the completed forms before you can be treated at that clinic.
- If a patient is injured, either by you, or in your presence, you must follow the policies and procedures of the clinic in which you are assigned. You must report this incident immediately to your supervising SLP and the course instructor. The course instructor will assist you 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 IMPROVEMENT IN CLINICAL EXPERIENCE COURSES

If a student is not performing at a “C” level or is performing extremely low in the key competencies of the Clinical Experience before or by the midterm point, the supervising SLP or student 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 an improvement 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
- Student will be given additional resources as needed by supervisor and/or instructor

If the student does not demonstrate adequate growth in their clinical skills by the end of the course placement, they are at risk for not passing the class, but will have an opportunity to re-take the course at another time.

This does not apply to violations of the student code of conduct, including HIPAA/FERPA violations. Students who violate HIPAA/FERPA are at risk for their placements being discontinued, failing the clinical course, and/or program dismissal.

REQUIREMENTS FOR SPEECH-LANGUAGE PATHOLOGY ASSISTANT LICENSURE

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

- Successfully complete all required SLPA courses and general education classes to meet the requirements of the Associate in Science degree with a minimum of a passing “C” grade; complete required number of clinical hours determined by state
- *Petition for an AS 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 SLPAHAD Board’s website: 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
- Upon conferral of the AS degree on the Cerritos College transcript, send official transcripts directly from Cerritos College to the SLPAHAD Board (see online procedures through Admissions & Records)
- Upon licensure, all licensed SLPAs are responsible for earning continuing education units
 - 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

REQUIREMENTS FOR SPEECH-LANGUAGE PATHOLOGY ASSISTANT CERTIFICATION THROUGH ASHA

Please see the websites below for more information regarding the scope of practice as defined by ASHA and the pathway for certification:

https://www.asha.org/practice-portal/professional-issues/speech-language-pathology-assistants/#collapse_3

<https://www.asha.org/assistants-certification-program/>

PROFESSIONAL ORGANIZATIONS

- **American Speech-Language-Hearing Association** (www.asha.org): accredits bachelor and graduate level programs in speech-language pathology/communication sciences and disorders and audiology; certifies speech-language pathologists, audiologists, speech-language pathology assistants, audiology assistants; advocates for communication disorder awareness and legislation that supports the work of personnel in the field of communication disorders; provides continuing education opportunities and information for the public; evidence-based practice resource for practitioners
- **California Speech-Language-Hearing Association** (www.csha.org): state affiliate of ASHA; advocates for communication disorder awareness and legislation that supports the work of personnel in the field of communication disorders; provides continuing education opportunities and information for the public
- **Speech-Language Pathology, Audiology, and Hearing Aid Dispenser's (SLPAHAD) Licensing Board** (www.speechandhearing.ca.gov): accredits bachelor and associate level programs that provide a pathway to become a SLP Assistant; processes applications for SLPA and SLP licenses; grants licenses and processes license renewals

CAREER OPPORTUNITIES

Students who successfully complete the A.S. program in Speech-Language Pathology Assistant and become licensed through the SLPAHAD Board 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 for local private clinics, contract agencies, and school districts. Some alumni are hired by the institutions or companies that provided one of their field placements.

The SLPA Program does not assist with job placement; however, 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. Many jobs are posted online through search engines such as www.edjoin.org, www.speechpathology.com, and www.simplyhired.com. School districts often post jobs on their Human Resources website or hire recruiting companies to place SLPs and SLPAs in their schools.

**CERRITOS COLLEGE
HEALTH OCCUPATIONS DIVISION
SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM**

SLPA STUDENT HANDBOOK SIGNATURE PAGE

I have read the information included in this student handbook and understand the content. I agree to follow the policies and procedures of the SLPA Program as outlined in this handbook.

Student name (print): _____

Student signature: _____

Date: _____

Students will be asked to submit a signature for each course and semester they are enrolled in SLPA courses. Students who have questions or concerns about the contents of the SLPA handbook may contact the Department Chair for clarification.

An original signature or authenticated digital signature must be submitted (typing name does not suffice).