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Online Speech-Language Pathology Assistant
Job Instruction Manual

Speech-Language Pathology Assistant Student Manual



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SPEECH-LANGUAGE PATHOLOGY ASSISTANT STUDENT GUIDE

Mitchell Technical College

1800 E. Spruce Street
Mitchell, South Dakota 57301

(605) 995-3025

(800) 684-1969

Fax: (605) 995-3067

www.mitchelltech.edu

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INTRODUCTION

The online Speech-Language Pathology Assistant (SLPA) program was developed through a grant from the U.S. Department of Labor. A variety of technologies and enhancements to online coursework were developed through the grant funding. The resultant program combines traditional online coursework with computer simulations and hands-on experiences to provide students with the training they need to become skilled SLPAs.

In addition to the Mitchell Technical College [Online Student Manual](#), and Mitchell Technical College [Course Catalog and Student Handbook](#), you are responsible for the information in this guide. This guide will discuss general procedures for the SLPA program including online coursework, observations, lab participation, and fieldwork experience.

TECHNICAL EDUCATION AT A DISTANCE (TED) SLPA PROGRAM

Mitchell Technical College (MTC) is accredited by The [Higher Learning Commission](#), a regional accreditation agency recognized by the U.S. Department of Education. Speech-Language Pathology Assistant (SLPA) is one of four online degree programs at MTC and is part of the Health Sciences division.

The delivery model for MTC's SLPA training program is called Technical Education at a Distance (TED). TED combines the convenience of distance education with the value of face-to-face, hands-on training in the skills needed to become a competent SLPA.

This hybrid education delivery model allows SLPA students to complete coursework online and to develop hands-on, technical skills through direct instruction from licensed and certified speech-language pathologists. Because it is a distance-education training program, students can complete all program requirements without moving to the MTC campus.

The TED model provides the following support for students.

- The asynchronous online learning system allows students to access course content and complete coursework at the time of day and location that is most convenient for them.
- Courses are offered in sequence in a cohort model, allowing students to interact with and learn from each other.
- Speech-Language Pathologist (SLP) Lab Instructors train students and validate competencies in hands-on, technical skills required for employment as an SLPA.
- Program classes start in the fall. Students entering the program in the spring or summer semesters will begin with general education coursework and/or available SLPA courses without prerequisite course requirements.
- iPad technology and videoconferencing applications are used to enhance instructor-student and student-student interaction and to provide access to tools used in SLPA practice during SLPA coursework and fieldwork activities.

ADMISSIONS INFORMATION

Program Options

Associate of Applied Science Degree

Graduates of the SLPA program earn an Associate of Applied Science (AAS) degree in Speech-Language Pathology Assistant (SLPA). This degree meets the education and supervised clinical experience requirements for [SLPA licensure](#) from the Board of Examiners for Speech-Language Pathology in South Dakota, follows [the ASHA Speech-Language Pathology Assistants Model Education Plan](#), and meets the education and experience requirements for [SLPA certification \(C-SLPA\)](#) from the American Speech-Language-Hearing Association (ASHA)

The SLPA AAS degree from MTC meets the education and experience requirements for employment as an SLPA in many other states; however, states vary in their education and experience requirements. Information about specific state requirements can be found through the [ASHA State-by-State page](#). Select the state of interest, then click on *Support Personnel* for a summary of that state's requirements for SLPA employment. You and your academic advisor will discuss your state's requirements in advising meetings.

Students in the AAS degree program have the option to complete the [SLPA program curriculum](#) as a full-time student in two years or part-time in three years. Students need to earn a grade of C or better in each SLPA course to enroll in higher-level SLPA courses. A grade of D or better is required to successfully complete each general education course requirement.

Limited Enrollment Option

Individuals who have earned a bachelor's degree in Communication Sciences and Disorders or Speech-Language Pathology within the past 10 years may apply to MTC as a limited enrollment student to complete coursework and supervised clinical fieldwork requirements in two semesters. This option is available for students who have the education requirements for an SLPA credential in their state but need to obtain clinical experience through an accredited training program. The limited enrollment program requires successful completion of SLPA 101 (fall semester), SLPA 235, and SLPA 240 (spring semester). Prior to SLPA 240, credential students must complete competency validations in lab activities to ensure they have the minimum skills needed to begin clinical fieldwork. Individuals in the limited enrollment program may choose to complete additional SLPA courses to build their clinical skills.

Background Check Requirement

A student background check is required prior to beginning coursework in the SLPA program. This is a records check that does not require finger printing. The purpose is to identify any incidents that may prevent you from being employed as an SLPA. To complete your background check, go to the [CastleBranch website](#). Follow the instructions provided to create an account and upload the required documents. Students who do not order a background check by the 10th day of the semester will be administratively withdrawn from the program.

Students are responsible for the cost of this background check. Students who previously attended MTC but withdrew from the SLPA program or another program must complete a new background check. Students who have completed a background check for employment at a school or clinic and have remained continuously employed by that entity, may be allowed to submit a copy of the background check results to the SLPA program coordinator to meet the background check requirement. Contact the program coordinator for details.

Some observation sites may request a copy of the student background check or require students to complete a new background check for the facility.

Most clinical fieldwork sites require a state and federal background check, including fingerprinting, prior to placement at the site. Student background checks completed upon admission to the SLPA program are not accepted by clinical fieldwork sites. Students are responsible for obtaining background check instructions, and fingerprinting cards from the fieldwork site or other agency as directed by the fieldwork site and for covering the cost of fingerprinting and the background check.

Core Functions

Core functions are behavioral or cognitive functions that individuals must demonstrate, with or without accommodations, as future professionals in this field ([CAPCSD, 2023](#)). Students who are successful in this program and in an SLPA career demonstrate communication skills, motor skills, sensory abilities, intellectual/cognitive abilities, interpersonal skills, and cultural responsiveness needed to interact efficiently, accurately, safely, and respectfully with instructors, peers, supervisors, students/patients/clients with communication disorders, their caregivers, and colleagues. Skills and abilities that students are expected to demonstrate in coursework and clinical experiences include, but are not limited to the following:

- Communication
 - Use of oral, written, auditory, and nonverbal communication skills to demonstrate competence in academic knowledge and clinical skills
 - Ability to modify communication style to interact appropriately with people from diverse backgrounds
- Motor
 - Manipulate screening, assessment, treatment materials and equipment to perform clinical tasks
 - Respond to clinical situations in a manner that maintains one's own safety and that of others
- Sensory

- Access and process sensory (auditory, oral, written, and visual) information needed to discriminate between functional and disordered communication
 - Access and process sensory information to administer and score screening and assessment tools and to document treatment responses
- Intellectual/Cognitive
 - Store, recall, evaluate, and apply information at a level that allows comprehension of coursework and application to clinical situations
 - Use critical thinking and ethical problem-solving skills to maintain academic integrity in coursework and to implement care plans that are developed by the supervising SLP
 - Self-evaluate one's own knowledge and clinical skills to promote professional growth
 - Use evidence-based practice to ensure the highest standard of quality of care is provided to clients
- Interpersonal
 - Demonstrate caring and respect for others in coursework and clinical interactions
 - Adhere to ethical codes, academic integrity policies, and confidentiality requirements
 - Maintain one's own physical and mental health
- Cultural Responsiveness
 - Participate in activities that increase understanding of diverse cultures and apply that knowledge to coursework and clinical activities
 - Use culturally responsive practices in clinical demonstrations and interactions with clients, families, and colleagues

State Licensure Disclosures

Requirements for Speech-Language Pathology Assistants (SLPAs) vary from state-to-state. MTC will attempt to determine whether our coursework will meet your state's requirements, but this is not possible in all cases. Please view [State Licensure Disclosure on the SLPA Program page](#) for information about practicing as an SLPA in all 50 states, including where requirements may differ to practice in a school setting.

Speech-language pathology assistants are not licensed or certified in the following states: Connecticut, Hawaii, Iowa, Michigan, Nevada, New Jersey, Vermont, Virginia, Wisconsin. We are currently accepting students from these states into the program.

Mitchell Technical College has determined that our program's curriculum meets the educational requirements for licensure or certification in the following states: Alaska, Arizona, Arkansas, California, District of Columbia, Delaware, Georgia, Idaho, Indiana, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, North Carolina, North Dakota (SLPP only), Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Washington, West Virginia, Wyoming. We are currently accepting students from these states into the program.

Mitchell Technical College has determined that our program's curriculum in combination with additional coursework or degrees meets the educational requirements for licensure or certification in the following states: Colorado, Florida, Illinois, Kentucky. We are currently accepting students

from these states when we have verified that MTC's program, together with the student's previously earned academic coursework, meets the requirements for licensure/certification in the student's state. We are not accepting students from these states who do not have the required previously earned academic coursework unless they sign a letter attesting to their intention to work in a state where MTC's SLPA curriculum does meet that state's educational requirements for licensure or certification. Please contact program coordinator [Jennifer Schultz](#) to discuss your state's requirements.

Mitchell Technical college has determined that our program's curriculum does not meet the educational requirements for licensure or certification in the following states: Alabama, Louisiana, Missouri, New Mexico, New York, North Dakota (SLPA only), Rhode Island, South Carolina, Texas, America Samoa, Guam, Northern Mariana Islands, Puerto Rico, and Virgin Islands. We are not accepting students from these states unless they sign a letter attesting to their intention to work in a state where MTC's SLPA curriculum does meet that state's educational requirements for licensure or certification.

Mitchell Technical College strongly encourages prospective students to verify that MTC's coursework will meet their state's requirements. The American Speech-Language-Hearing Association website has information regarding state requirements on their website at <http://www.asha.org/advocacy/state/info/>.

Vaccinations

Vaccinations are not required for entry to the SLPA program. Clinical observation sites and fieldwork sites may require proof of vaccinations, including COVID-19 vaccination. Information about vaccines, vaccine safety, and COVID-19 vaccination is available from the [CDC Vaccines web page](#).

SLPA PROGRAM REQUIREMENTS

Academic Integrity

The SLPA program mandates that all students adhere to the MTC Student Academic Integrity policy as outlined in the MTC Student Handbook. Academic integrity violations will be addressed by the Center for Student Success, which may impose consequences of increasing severity, up to and including dismissal from MTC.

Levels of GenAI Usage

We understand that Generative Artificial Intelligence (GenAI) tools (e.g., Chat GPT, Microsoft Co-Pilot, image generation tools, etc.) are readily available to students. When used properly, these tools may be helpful to SLPA students and practicing SLPAs. You must use AI responsibly and ethically.

- The MTC Academic Integrity policy requires students to do their own work and cite sources used in their work. This applies to the use of AI tools. Using AI to generate papers, presentations, and responses to essay questions, or to complete coursework, and then submitting that work as your own product is a violation of academic integrity.
- If you use AI, disclose that use and attribute content to the AI tool used. Failure to do so violates the MTC and course academic honesty policies. For papers and presentations requiring in-text citations and references, follow the [APA Style Guidelines for Citing AI](#).
- Adhere to the SLPA Program Confidentiality Agreement when using AI. Do not share confidential information in prompts to AI tools.
- If you put minimal effort into the prompt you write, AI will generate low-quality results. Prompts need to be specific. You will need to refine your prompts to get good output.
- You need to understand the information you are asking AI to generate to effectively use that information. Assume the information you receive from AI tools is wrong and check it against reliable resources. If you submit AI-generated information with errors, you are responsible for those errors.

SLPA instructors may choose to allow varying levels of GenAI use on coursework. Refer to assignment instructions for this information. Seven Levels of Possible GenAI Usage

Level descriptor:		What this looks like in practice:
Level 0	No use of GenAI	Students will create their own, original work without the use of GenAI for any manner.
Level 1	Organizational use of GenAI	Students will create their own, original work without the use of GenAI; however, the use of GenAI for personal efficiency (i.e., summarizing notes/readings, clarifying content) is acceptable.
Level 2	Use of GenAI for brainstorming or idea generation	Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI.
Level 3	Use of GenAI for feedback	Students create their own work, then use GenAI as a tool to provide feedback on their work. Students are expected to use feedback from GenAI to conduct

Level descriptor:		What this looks like in practice:
		their own revisions of their own work, so any work submitted should be GenAI-supported, not Gen-AI created.
Level 4	Use of GenAI to co-create and revise work	Students can use GenAI to develop drafts/outlines of their work but are expected to carefully edit and revise GenAI-created content as appropriate for their learning context. It is expected that any use of GenAI-created content is properly disclosed and attributed.
Level 5	Unrestricted, attributed use of GenAI	Students can freely use GenAI if the use of any GenAI-created content is properly disclosed and attributed.
Level 6	Unrestricted, unattributed use of GenAI	Students can freely use GenAI in any form. Attribution is not necessary. Note: While it is possible to use GenAI in an unrestricted manner without attribution, any who apply this level of GenAI use in their course should carefully consider ethical and legal implications of such AI use.

Center for Integrated Professional Development, Illinois State University. (2025). *GenAI Usage Expectation Levels*. Retrieved May 12, 2025 from <https://prodev.illinoisstate.edu/ai/usage/>.

Confidentiality

Throughout your SLPA program, you will be observing speech-language pathologists (SLPs) and other education and health care professionals as they work with actual clients. All information seen and heard in these observations must be kept confidential. Prior to completing observations, you will sign a Confidentiality Agreement form which will be kept on file at MTC. Any breach in confidentiality will result in you failing the class for which observation is required. Your course instructors will require you to sign a new Confidentiality Agreement each semester to ensure that you understand the importance of maintaining confidentiality in your SLPA coursework.

Ethics

The [ASHA Assistant's Code of Conduct \(2020\)](#) is the ethical code followed by ASHA-certified SLPAs. The purpose of the Code of Conduct is to guide SLPAs in daily decisions regarding their actions. Each state licensing agency also has an ethical code, which may be the [ASHA Code of Ethics \(2023\)](#), or another similar ethical code. As a future SLPA, you are expected to abide by the ASHA Code of Conduct and the ethical code of the state where you work and live in your coursework and clinical activities.

Proctoring & Assessments

Students are expected to uphold the highest standards of ethics and professionalism in all assessment tasks. A variety of assessment methods, including written tests, projects, and demonstrations, are utilized to evaluate student knowledge and skills. Most written tests feature questions randomly selected from large question pools, ensuring that each student receives a unique test. Faculty members will set their own proctoring requirements and guidelines for the use of resources (e.g., textbooks, notes) during written tests. Projects require students to create original products, which they

will share with the course instructor. Hands-on demonstrations are conducted in lab group meetings with SLP lab instructors, in one-on-one meetings with course, instructors and through video recorded samples.

Professionalism

SLPAs are employed in education, health care, and private practice environments. Students in the SLPA program are expected to demonstrate a level of professionalism consistent with workplace expectations when completing coursework, interacting with fellow students, MTC faculty and MTC staff, and while engaged in clinical observation and fieldwork activities. Professional behavior includes, but is not limited to:

- Preparing for coursework, observations, lab activities, and clinical fieldwork activities
- Actively participating in coursework and lab activity discussions
- Using correct grammar, professional vocabulary, and respectful address in all written and verbal communication with fellow students, faculty, and other professionals
- Avoiding profanity in all communication
- Being present during all coursework, lab, observation, and clinical fieldwork activities by turning off personal mobile devices (iPad, phone) or leaving them outside of the facility
- Maintaining personal hygiene and dressing appropriately for video interaction or demonstrations, clinical observations, and on-site clinical fieldwork. Business casual dress (dress pants, knee-length or longer skirt/dress, conservative blouse or shirt, closed-toe shoes, solid colors) is most appropriate for these activities. Some fashion trends (e.g., distressed/torn pants, leggings, short skirts) are not appropriate. When in doubt, ask a faculty member for advice and choose to dress more conservatively.
- Informing faculty, lab instructors, and other clinical professionals if you are unable to attend a program activity as scheduled.
- Being teachable by listening and learning from faculty, students, and clinical professionals, asking questions, and implementing feedback given to you regarding your performance.

Scope of Practice

The coursework and clinical experience you complete in the SLPA program will prepare you to perform the responsibilities of an SLPA that are outlined in the [ASHA Scope of Practice for the Speech-Language Pathology Assistant \(SLPA\) \(ASHA, 2022\)](#). This document provides guidance for SLPAs and their supervisors but is not a legally binding document. Each state will have their own SLPA Scope of Practice, which may differ from the ASHA SLPA Scope of Practice. You can find your state's Scope of Practice document using the [ASHA State-by-State](#) page and using the links provided to your state statutes and regulations for support personnel. In cases where the ASHA SLPA Scope of Practice differs from your state Scope of Practice, you must abide by your state regulations.

ACADEMIC ADVISING

At the beginning of your first semester in the SLPA program, you will be assigned an academic advisor. Advisee and advisor responsibilities will be reviewed in your initial advising meeting. Your advisor is an SLPA program instructor who is familiar with the program requirements and course sequence. You will meet with your advisor via teleconference a minimum of two times each semester to discuss academic progress, to register for future classes, and to discuss any issues that you might encounter in your academic program. You may choose to meet with your academic advisor more frequently if needed. Use your academic advisor's Bookings page (links found in syllabi) to schedule advising meetings. Review your Advising Worksheet found on the Student Advising page in MyTech prior to registration meetings. Your advisor will provide guidance, but it is the student's responsibility to monitor progress toward meeting program requirements for graduation.

Instructions for reviewing your grades and your advising worksheet are found in the Online Student Manual.

Calculating the Grade Needed to Pass a Course

Throughout the semester it is important for you to monitor your course grades to ensure that you earn passing grades. A grade of C or better is needed to pass SLPA courses. A grade of D or better is needed to pass general education courses. Use the worksheet and instructions below to determine how many points you need to pass a course.

Course Name & Number	A. Points You Have Earned So Far (MyTech Gradebook)	B. Points Graded So Far (MyTech Gradebook)	C. Total Points in Class (Course Syllabus Grading Information)	D. Points Needed for a C * ($C \times 0.70 =$ ____)	E. Points You Need to Earn Yet ($D - A =$ ____)	F. Points Remaining in the Course ($C - B =$ ____)	G. Average % Correct You Need on Remaining Points Available ($E / F \times 100 =$ ____%)

* D. If you want to know what you need for an A, multiply by 0.90, for a B, multiply by 0.80.

1. Click on **Gradebook** for the Course. Review your grades to find any missing assignments (0%). If you have 2 or more missing assignments, your course grade is currently 10% lower than is shown in the blue grade box. You will need to make this 10% adjustment after completing the calculation process described below.

You are here: [Course Search](#) > [Speech-Language Pathology Asst - SLPA](#) > [Intro To SLPA](#) > [SLPA 101 O1 - Intro To SLPA](#) > [Gradebook](#)

SLPA 101 O1 - Intro To SLPA

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Gradebook

Your grade sheet for Intro To SLPA (SLPA 101-O1)

This is your current grade based on the score

F (0.14%)

1.6/1105 points

[Add a comment](#)

Assignment Grades

SLPA 101 Sign Confidentiality Agreement	0/5 (0%, F)
SLPA 101 Unit 1 VoiceThread	--/5
SLPA 101 Set Up Skype for Business	--/5
SLPA 101 Unit 2 Study Guide Ostergren Ch.1	0/20 (0%, F)
SLPA 101 Unit 2 VoiceThread Ostergren Ch.1	--/5
SLPA 101 Unit 3 Study Guide Ostergren Ch.2	0/20 (0%, F)
SLPA 101 Unit 3 VoiceThread Ostergren Ch.2	--/5
SLPA 101 Unit 4 Study Guide Ostergren Ch.6	0/20 (0%, F)

2. Write down the **number of points you have earned (A)** and the **number of points graded (B)** thus far in the course, located in the blue box at the top of your **Gradebook** page.

F (59.32%)

130.5/220 points

[Add a comment](#)

This is your

3. Locate the number of points available in the course on the **Grading** Section of the course syllabus (C).
4. Multiply the **Total Number of Points** from the Syllabus by 0.70 or 70%. This will be the minimum number of **points you need to earn to get a C. (D)** (Note that the instructor reserves the right to add additional coursework that may not be included in the total number of points at the beginning of the semester. If your grade is currently low, having more opportunities to earn points will benefit you!)

Points will be assigned as follows (assignments and point values may change at Instructor's Right policy):

Type	Points	Total
Assignments	4 @ 5 points	20 points
Assignments	9 @ 10 points	90 points
VoiceThread Participation	16 @ 5 points	80 points
Chapter Study Guides	15 @ 20 points	300 points
Papers	2 @ 20 points	40 points
Resource Manual Checks	4 @ 10 points	40 points
Section Tests	4 @ 100 points	400 points
Lab Participation & Reflection	3 @ 30 points	90 points
Comprehensive Final Exam	1 @ 200 points	200 points
TOTAL		1260 points

5. Take the **number of points needed to earn a C** and subtract **your current number of points** found in step 2 from it. This is the **number of points you need** to earn on the remaining assignments (**E**).
6. Find the number of points already graded in this course (2nd number in the blue gradebox at the top of your Gradebook page).

This is your

[Add a comment](#)

7. Subtract this number from the **Total Number of Points** available, which you found on the syllabus in step 3. This is the **number of points remaining** in the course (**F**).
8. Divide the **number of points you need** from step 5 by the **number of points remaining** from step 7. This will give you a decimal number. Multiply this by 100 to find out the percentage grade you need to average on all remaining work to pass the course (**G**).

TECHNOLOGY

Computer Requirements

The online SLPA program at MTC is a bring your own device (BYOD) program. Computer requirements were included in the information provided by Admissions when you were accepted into the SLPA program. Please review that information to ensure that your computer will meet your learning needs for the duration of your time as a student.

iPad Requirements

Most SLPA courses use iPad apps in demonstrations and other coursework. Your iPad must be compatible with the [current iPad operating system \(iPadOS\)](#) throughout your program. MTC will provide temporary licenses to several paid apps that are specific to the practice of speech-language pathology assisting while you are a student in the SLPA program. You will receive instructions for downloading paid apps during the fall semester. If an assignment requires the use of a specific paid app, do not purchase the app yourself. Use the information provided to you by your course instructors and the Technology department at MTC to download the app to your iPad.

Software & Subscriptions

A variety of SLP/SLPA-related websites and tools will be used throughout your SLPA program. Your access to many of these will be included in student fees or available free of charge. Required websites and tools and method for payment (student vs. MTC) will be listed in course syllabi under “Learner Supplies.” Some of the websites and tools that are used include:

- LessonPix - therapy materials
- Master Clinician - online therapy observations
- Simucase - client screening and therapy simulations
- SLP Now – clinical materials and caseload management
- SpeechPathology.com Educational Access – seminars in specific topics in the field of speech-language pathology
- Trajecsyst – clinical record keeping for observations, lab demonstrations, and fieldwork
- Visible Body – anatomy and physiology dissection program for SLPA 104 Anatomy & Physiology of Speech and Hearing

SLPA LAB MEETING REQUIREMENTS

While recent enhancements to online coursework allow you to engage in computerized simulations of SLPA tasks and to interact with your instructor and coursemates in meaningful ways, additional hands-on experience with the tools and materials used in speech-language pathology services is necessary to prepare you for your SLPA fieldwork experience and your future career as an SLPA.

This hands-on experience is provided in regional lab sessions. Three times each semester you will gather with a lab instructor and other students in the SLPA program. Students living and working in SD will meet with other SLPA students living in the same geographic region. Students living outside of SD will meet with other SLPA students via teleconference.

The purpose of these lab sessions is to train you in the hands-on skills needed for effective screening, assessment, and treatment of communication disorders. By attending labs throughout your program, you will see the job skills of an SLPA modeled by your lab instructor and other students and will have multiple practice opportunities before you are expected to perform them in your clinical fieldwork experience. Lab instructors will teach you how to implement a variety of procedures through simulations in which you will practice techniques with your lab instructor and other SLPA students. Your lab instructor will give you feedback to assist you to identify your competency levels with target skills and to improve on these skills in preparation for completion of your SLPA fieldwork experience in your final semester of coursework.

Lab Instructors

State licensed and ASHA certified speech-language pathologists serve as lab instructors who teach, oversee, and evaluate hands-on technical SLPA skills that cannot be easily taught and validated via traditional online coursework alone.

Your lab instructor will:

- Schedule lab sessions and communicate the agenda for each lab to you,
- Train you in SLPA technical skills including administration and documentation of screening, assessment, and treatment techniques,
- Verify your competence in SLPA technical skills and submit your performance assessments to the course instructors,
- Assist you to utilize local resources and Mitchell Tech resources effectively,
- Assist you to develop interpersonal, communication, teamwork, and problem-solving skills needed for employment,
- Maintain equipment for labs,

- Serve as a role model of attitudes and behaviors which facilitate learning including reliability, active participation, maintaining a positive outlook, and possessing a desire to learn, and
- Provide feedback and activity reports to course instructors as requested.

Lab Attendance

You are required to attend all labs (3 per semester) throughout your program unless otherwise indicated by course instructors. (Students in the final semester of coursework will attend the first two labs of that semester only.) SD students must attend their lab meetings in person. Out-of-State students must attend the online lab group. Your attendance ensures that the right mix of SLPA I and SLPA II students are attending the lab and demonstrations can be completed as scheduled.

If you are unable to attend a scheduled lab, notify both your course instructors and your lab instructor as soon as possible. Missed lab meetings will be addressed on a case-by-case basis by the SLPA program coordinator and faculty. If you choose not to attend lab due to other events (e.g., family gatherings, work schedule, vacation), and cannot attend lab at a different location, you will miss the points assigned in that lab. Please make every effort to attend labs and scheduled; missed labs create challenges and additional work for your lab instructor and SLPA faculty.

Lab Scheduling

All lab meetings will be scheduled by your lab instructor. They will contact you by email at the beginning of the fall semester each year to provide you with that schedule. Specific lab dates will be based on each instructor's availability and the MTC calendar. If any conflicts arise which will not allow you to attend the scheduled lab, contact your lab instructor and online coursework instructor(s) immediately. If your lab instructor contacts you for input or to make changes in the schedule, please respond promptly.

2025-2026

Lab Content

Skill Demonstrations

Specific skill demonstrations are addressed in each lab meeting as outlined below.

Fall Semester	SLPA 101 Intro to SLPA	SLPA 200 Audiology	SLPA 205 Adult Communication Disorders	SLPA 220 Speech Disorders & Intervention	SLPA 230 Language Disorders & Intervention
Lab 1 After week 4	Participation: Lab Activities & Discussion	Competency Demonstration: Pure-tone Hearing Screening	Participation: Explore materials for neurogenic communication disorders in Lab Kit	Competency Demonstration: Articulation Drill Therapy	Competency Demonstration: CUBED3 NLM Recall Benchmark
Lab 2 After week 8	Participation: Data Collection (Ch 8)	Competency Demonstration: OAE Hearing Screening	Competency Demonstration: Aphasia Treatment	Competency Demonstration: Voice & Resonance Treatment	Competency Demonstration: Language Treatment (Pre – Elem)
Lab 3 After week 12	Participation: Basic Articulation/Language Treatment (Ch 13-15)	Competency Demonstration: Hearing Assistance Technology	Competency Demonstration: Motor Speech Disorders Treatment	Competency Demonstrations: Interactive Group Therapy Competency Demonstration: Articulation Treatment (Phonetic Placement & Shaping)	Competency Demonstration: Interactive Group Therapy

No lab requirements for SLPA 104, SLPA 105, SLPA 106, SLPA 202

Spring Semester	SLPA 111 Intro to Communication Disorders	SLPA 115 Behavior Management	SLPA 210 AAC	SLPA 211 Screening	SLPA 235 Clinical Mgt & Proc
Lab 1 After week 3	Participation: Articulation Treatment (Drill) Practice	ABC Analysis of Screening & Treatment Sessions	Competency Demonstration: Basic Sign in Early Intervention Treatment	Competency Demonstration: DIAL-4 Competency Demonstration: Articulation Screening	Ungraded Telepractice Prep and Practice
Lab 2 After week 5	Participation: Basic Language Treatment Practice	Latency Recording for KLST administration, Count and calculate ratio of reinforcing to punishing SLPA behaviors in screening demonstration	Instructor Demonstration of Low & Mid-tech Aided AAC in Treatment Student practice programming device ungraded	Competency Demonstration: KLST Competency Demonstration Informal Screening	Competency Demonstration: Telepractice
Lab 3 After week 10	Participation: Fluency Treatment Practice	Implement a Token Economy reinforcement system to increase desired behavior in a treatment session	--	--	--

* No lab requirements for SLPA 102, SLPA 103, SLPA 112, SLPA 205

Therapeutic Specific Skills

Each lab meeting will focus on a variety of Therapeutic Specific Skills from the *Here's How to Do Therapy* text (see Materials). The skills for each lab are listed below according to the demonstration(s) they are aligned with. The skills that are highlighted in yellow are the primary focus for that lab meeting and for the lab reflection assignments for SLPA 101 and SLPA 111 coursework.

FALL SEMESTER	Therapeutic-Specific Skills Addressed													
Lab 1	1	2	3	4	5	6	7	8	9	10	1	2	13	14
200 Pure Tone Screening		X		X	X				X	X				X
220 Articulation Drill	X	X		X	X				X	X				
230 Language Screening & Progress Monitoring				X		X	X						X	
Lab 2														
200 OAE Screening		X		X	X				X	X				X
220 Voice Treatment		X		X		X				X				
230 Language Treatment				X	X				X	X				
Lab 3														
200 Hearing Assistance Technology			X	X	X									X
220 Phonetic Placement & Shaping		X		X	X	X			X	X				
220 Fluency				X		X		X		X				
220 & 230 Interactive Group Therapy		X	X	X					X	X				

SLPA 101 TSS focus for Reflection Worksheets: Lab 1: 2, 7 & 13, Lab 2: 1, 4 & 11, Lab 3: 3, 8, & 14

Not Covered in Reflections: 5, 6, 9, & 10 (12 is Probing, not covered in labs)

SPRING SEMESTER	Therapeutic-Specific Skills Addressed													
Lab 1	1	2	3	4			7	8	9	10	1	12	3	14
111 Articulation Tx	X	X	X	X			X	X	X	X				
115 ABC Analysis			X					X						X
210 Sign Language in Tx							X							
211 Screenings DIAL-4, Articulation		X	X	X			X		X	X				X
Lab 2														
111 Language Treatment	X	X	X	X			X	X	X	X				X
115 Latency Recording		X	X				X		X	X				
210 Instructor Demo Low & Mid-Tech Aided AAC in Treatment	X	X	X	X			X	X	X	X				X
211 Screenings KLST, Informal		X	X	X			X		X	X				X
235 Telepractice		X	X						X	X				X
Lab 3														
111 Fluency Treatment	X	X	X	X			X	X	X	X				X
115 Token Economy		X	X				X							X

SLPA 111 TSS focus for Reflection Worksheets: Lab 1: 3, 6, & 11, Lab 2: 7, 10, & 14, Lab 3: 2, 5 & 9

Not Covered in Reflections: 1, 4, 7, 8, & 13 (12 is Probing, not covered in labs)

1. Communicating Expectations
2. Enthusiasm, Animation, and Volume
3. Seating Arrangement, Proximity, Touch
4. Preparation, Pacing, Fluency
5. Alerting Stimuli, Cueing, Modeling, Prompting
6. Learning Modalities, Questioning, Wait-Time
7. Shaping
8. Positive Reinforcers, Verbal Praise, Tokens, Primary Reinforcers
9. Corrective Feedback
10. Data Collection
11. Probing
12. Behavior Management
13. Trouble Shooting

Attending Labs via Microsoft Teams

Students living **outside of SD** will attend labs online using Microsoft Teams technology.

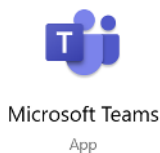
Important: **SD students** are expected to attend lab in-person.

When attending lab via Teams:

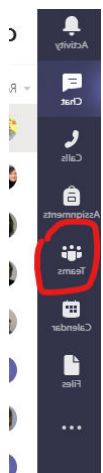
- Find a quiet place, free from distractions. Your personal lab area should allow you to sit up in a sturdy chair with a table or other work surface for your computer, books, and other supplies.
- Prior to lab, plan with others living in your home to ensure that your participation in lab activities is not interrupted. Attempting to provide care to children, parents, pets, or others during lab will interfere with your learning and that of others in your lab group.
- Lighting should be in front of you to prevent a “halo” effect or dark image. Your background should be clean/free from distractions. You may use virtual background image that is professional.
- Log in at least 5 minutes prior to the start time.
- Always keep your camera on.
- Mute your microphone when you are not speaking or participating in demonstrations.
- Use the microphone and chat function to participate in discussions.

Joining and Participating in Lab Activities Online

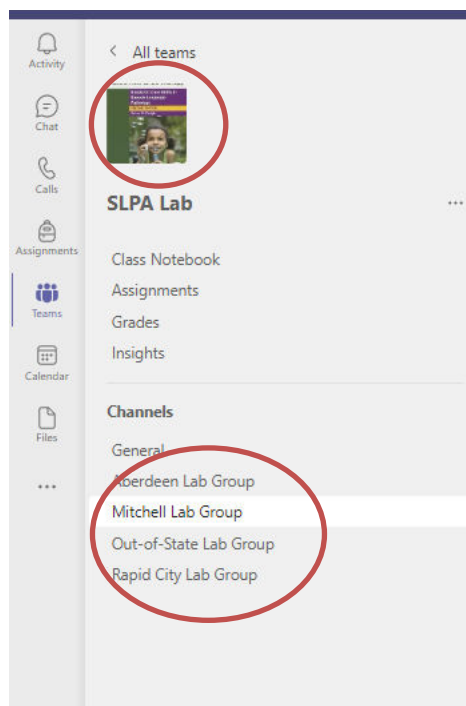
Open **Microsoft Teams** on your computer.



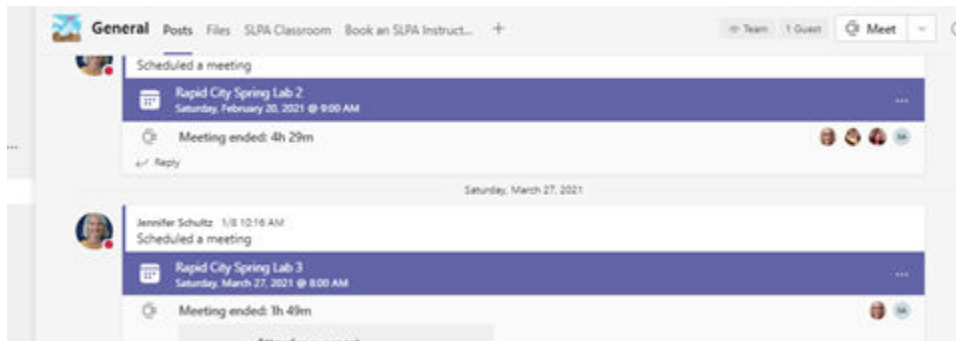
Click on the **Teams** icon in the blue menu bar on the right side of the page.



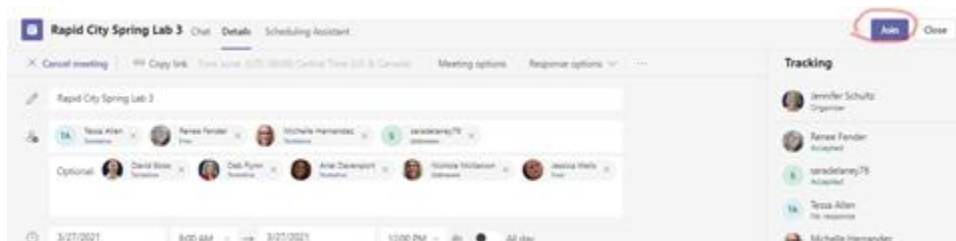
Click on the icon for the **SLPA Lab** Team. Then select the name of your lab group from the list of Channels.



MTC SLPA Faculty will schedule the lab meetings in your Team based on the schedule provided by your lab instructor. *If you live in SD you are expected to attend in person, not via Teams.* A link to each scheduled lab meeting will appear in the activity feed on the **General** tab of the team.

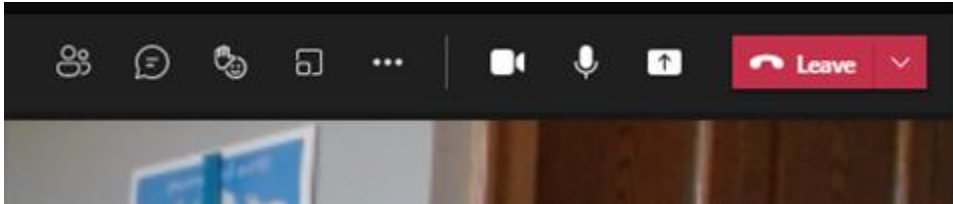


Click on the event to open the meeting details, then click **Join** in the upper right corner of the screen to join the meeting.



Your meeting controls are found in the upper right corner of the screen in the meeting window. They are as follows:

- People – opens meeting attendee list
- Speech bubble – opens chat window
- Hand/smile - reactions and raised hand
- Small/large squares – Create breakout rooms
- Ellipsis (...) - additional controls. Device settings should be checked if camera or microphone does not work. Options to blur background, select a virtual background, view closed captioning, and record the meeting are found here.
- Camera – turn video on/off
- Microphone – mute/unmute
- Rectangle with arrow – open sharing tray



You are required to keep your **camera on** throughout the lab to facilitate active participation and to verify that you are actively engaged in the lab activities. **Mute** your microphone when you are not speaking or participating in a demonstration. Unmute, raise your hand (reactions) or type in the chat window to participate in discussions and ask questions.

Demonstrating Competencies Online

Out-of-state Students who are demonstrating competence in clinical skills (SLPA 115, 205, 210, 211, 220, & 230) can choose to demonstrate their skills via telepractice or with an onsite client.

- Telepractice: Another student present at the lab will serve as the simulated client. The student who is demonstrating their skills must have planned a telepractice activity and be able to utilize screen sharing and other required skills to complete the demonstration.
- Onsite client: The student will recruit a cooperative adult to come to their location for lab and to play the role of the client in the demonstration. The student who is demonstrating their skills must have planned an in-person activity and be able to set up their computer to allow all lab participants to see and hear both the SLPA student and the “client” in the demonstration. If the client is under age 18, the SLPA student must obtain signed parent permission for their participation and submit the form to the course instructor.

Lab Materials

Two textbooks will be used as the primary resources for your lab meetings.

Dwight, D. M. (2021). *Here's How to Do Therapy: Hands-on Care Skills in Speech-Language Pathology, Third Edition*. Plural Publishing.

This text, required for all SLPA courses, outlines the basic skills required for SLPs and SLPAs to implement speech and language treatment sessions effectively. The text includes a DVD of vignettes in which clinicians demonstrate specific therapy skills, scripted treatment sessions, and checklists and forms to guide instructors and students through the process of learning speech-language therapy skills. Treatment skill training and competency validation will be completed using therapeutic-specific workshop (TSW) skills from Chapter 6 in ~~the~~ treatment types from Chapters 9 – 13 (e.g., language treatment, articulation treatment) of this text and in screening tasks.

Roth, F. P., and Worthington, C. K. (2021). *Treatment Resource Manual for Speech-language Pathology, 6th Ed*. Plural Publishing. (7th Edition available and acceptable for use)

This text is required for students in SLPA 205, SLPA 220, SLPA 230 and SLPA 235, courses in which students are required to demonstrate competency in articulation, voice/resonance, and language treatment simulations. It contains sample data collection and documentation forms, client profiles and other resources that you, as the lab instructor, may use to prepare for therapy simulation activities in lab sessions.

Screening, assessment, and therapy skills training and competency validation will be completed using equipment and materials provided by MTC faculty and lab instructors and any materials and tools students have obtained or created in coursework.

Course instructors or lab instructors may ask you to bring specific items to labs. If specific items are needed, you will be notified prior to lab as to the items will need to bring. Review lab assignments in coursework and emails from the lab instructor for this information. General items that should be brought to each lab include:

- Pens/pencils,
- Lunch or snack food and drinks,
- Required textbooks,
- Any materials needed for required demonstrations and/or screenings,
- Completed paperwork as directed by your lab instructor,
- Completed Therapeutic-Specific Skills Workshop Forms from the Appendix of *Here's How to Do Therapy* as specified in the lab agenda by the lab instructor,
- Completed Lab Preparation Checklist, and
- Jacket or layers for warmth.

Lab Procedures

Prior to each lab, students will:

1. Read the skills summary and complete the Therapeutic Skills Workshop (TSW) form for the assigned Therapeutic Specific Skills (TSSs) for the lab in the Dwight text,
2. Rehearse the scripted session for the treatment(s) to be addressed during the lab from the Dwight text, dating block for each practice time for therapeutic-specific skills practiced in each rehearsal on the appropriate practice chart (see Dwight Chapters 8 - 14) for the treatment to be addressed in the lab. *Multiple rehearsals* should be completed in the weeks prior to the lab.
3. Gather and prepare materials to bring to lab. **Upload treatment plans for any competency demonstrations you will be performing (SLPA 115, SLPA 200, SLPA 205, SLPA 220, SLPA 230, SLPA 210, SLPA 211, SLPA 235) to your Class Notebook in Microsoft Teams at least 24 hours prior to lab.**

During each lab:

Students will clock in to Trajecsys at the beginning of each lab and will clock out at the end of each lab session using the same process.

SLPA I students will serve as observers and “clients” in simulated screening and treatment activities. You will learn primarily through observation but will also be invited to attempt screening and treatment tasks as appropriate.

SLPA II students will come to labs prepared to implement treatment plans and activities using materials selected and/or created coursework. You will learn through observation and participation in screening and treatment simulations with your lab instructor and coursemates.

Primarily in 200-level courses, lab instructors will rate your competency with screening and treatment skills using rubrics provided by the course instructors. Lab Instructors will provide feedback to you to assist you in improving your screening and treatment skills. Course instructors will issue grades based on the ratings provided by lab instructors. Students are required to demonstrate a minimum level of competence in all lab competency demonstrations. Lab instructors will provide an overall rating of “approved” or “not approved” on each competency demonstration performed. Students will be required to make arrangements to repeat those competency demonstrations that are not approved.

At the completion of each lab:

1. Lab instructors will:
 - a. provide verbal feedback/debrief the students regarding current skill level with targeted therapeutic skills, screening techniques and treatment techniques,

- b. complete participation and competency demonstration rubrics in Trajecsysto provide ratings and feedback regarding the screening and treatment skills addressed during the lab.
 - c. approve student time records in Trajecsysto.
2. Students enrolled in SLPA 101 and SLPA 111 will complete a Reflection Worksheet (provided by the course Instructor) and add it to their Class Notebook in Microsoft Teams.
 3. All students will review their completed rubrics and lab instructor feedback in Trajecsysto.
 4. Course instructors will enter students' grades into the appropriate courses.

Lab Participation & Competency Grading

Grades for screening and treatment skills practiced in labs will be incorporated into coursework grades in various SLPA courses.

For SLPA 101 and SLPA 111, you will be graded on lab participation. Fifty percent of this grade will be based on the Lab Participation Rubric completed by your lab instructor. The remaining 50% of your participation grade will be graded by your course instructor and is based on the reflection worksheet which you will submit to your course instructor and lab instructor following each lab.

For other SLPA courses, specific lab assignments will require you to prepare materials and/or demonstrations for completion during lab meetings. Detailed preparation instructions, demonstration requirements, and grading rubrics for each lab competency demonstration will be provided in the assignments on the coursework pages in MyTech. When preparing for lab demonstrations, submit your plans and materials to course instructors for approval. Once approved, upload the plans and materials to the SLPA Labs Class Notebook in Microsoft Teams at least 24 hours prior to the lab meeting for your lab instructor's review. Your lab instructor will observe and grade your demonstration using the provided rubric.

Students must review their lab scores and feedback in Trajecsysto to earn points for participation and demonstrations.

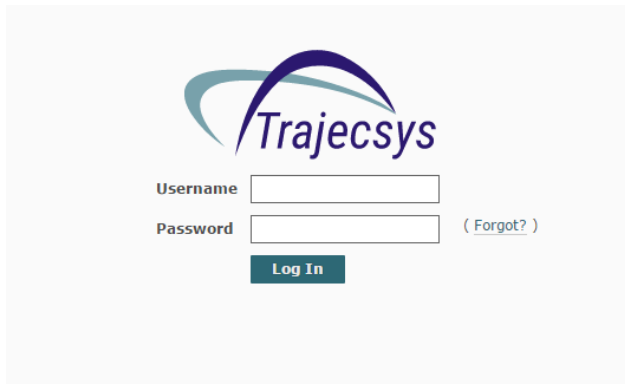
Trajecsysto Guide for Lab Activities

The Trajecsysto system will be used to track your participation in SLPA labs through time logs and graded evaluations (participation and/or competency demonstration) submitted by your lab instructor or cooperating SLP.

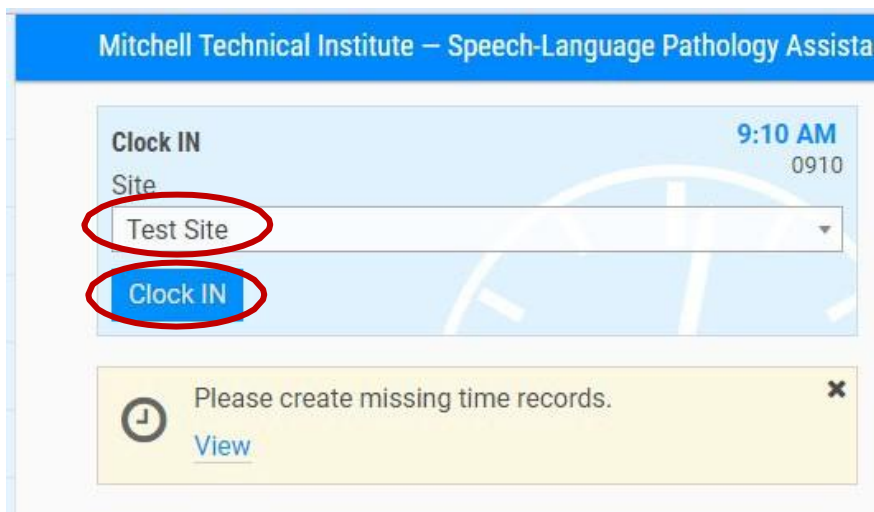
Clocking IN and OUT

You will need to clock in when you arrive at your lab site and to clock out at the completion of each lab session. You can do this on a computer at your lab site or on your personal mobile device if you have internet access.

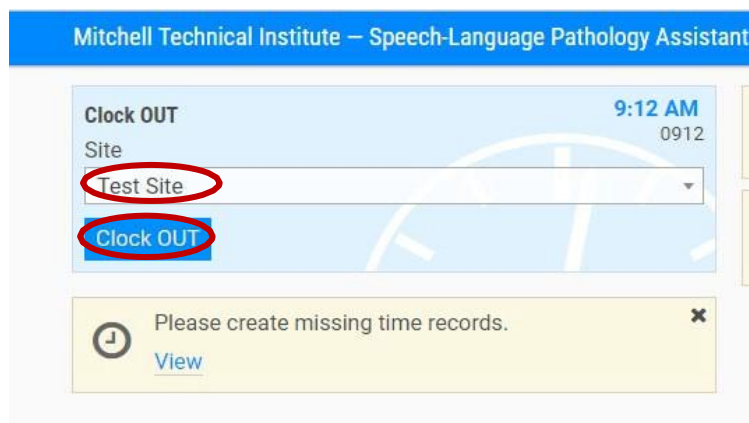
1. Log into Trajecsysto at <https://www.trajecsysto.com/programs/login.aspx> with the Username and Password you created when you registered for Trajecsysto.



2. Select your **Lab Site** from the dropdown list that appears on the next screen and click on **Clock IN**. After you clock in, Trajecsys will automatically log you out.

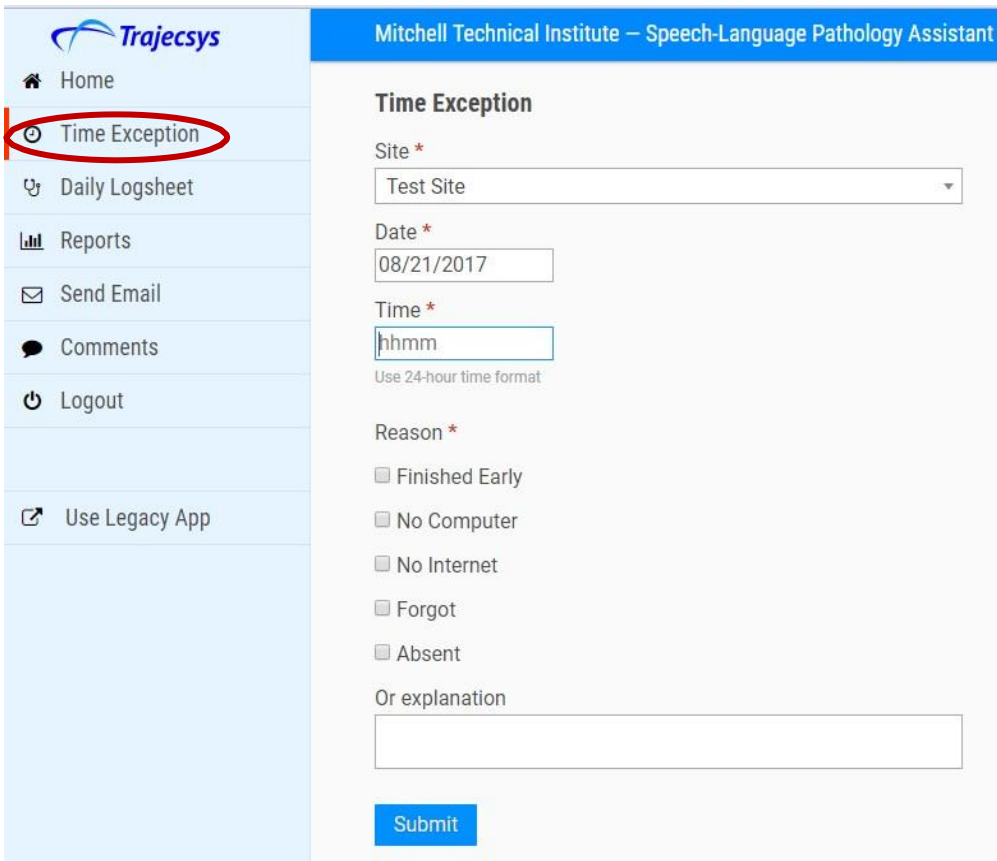


3. Repeat this at the end of the lab. The **Clock IN** button will automatically appear as **Clock OUT**.



4. If you forget to clock in or out, you will need to log in as in step 1 and complete a **Time Exception**. Click on **Time Exception** in the menu on the left side of the screen. Complete that form and click **Submit**.

IMPORTANT: Time is entered in 24-hour format. This means that any time after noon is entered with an hour of 13 – 23. For example, if you leave lab at 2:30 PM, you will enter a time of 1430. You will not indicate AM or PM.



Trajecsys

Home

Time Exception

Daily Logsheet

Reports

Send Email

Comments

Logout

Use Legacy App

Mitchell Technical Institute – Speech-Language Pathology Assistant

Time Exception

Site *

Test Site

Date *

08/21/2017

Time *

hhmm

Use 24-hour time format

Reason *

☐ Finished Early

☐ No Computer

☐ No Internet

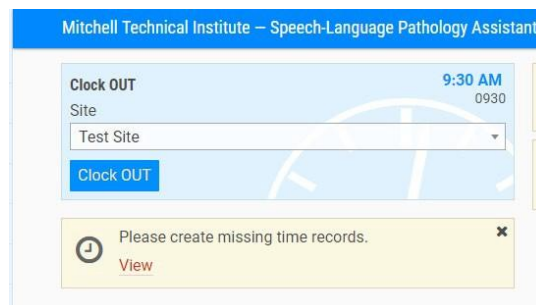
☐ Forgot

☐ Absent

Or explanation

Submit

You can also complete time exceptions by clicking **View** in the **Please create missing time records** box on the home page.



Mitchell Technical Institute – Speech-Language Pathology Assistant

Clock OUT 9:30 AM 0930

Site

Test Site

Clock OUT

Please create missing time records. [View](#)

Viewing Completed Evaluations

After you complete a lab, your lab instructor will grade your participation and/or competency demonstrations, depending on the courses you are enrolled in. Refer to the coursework page for each course in MyTech for this information.

To view your completed evaluations:

1. Choose **Reports** from the menu bar and **Completed Evaluations/Forms** from the list of report options.

Trajecsys

Mitchell Technical Institute – Speech-Language Pathology Assistant

Reports

Site: -- ANY -- From: [] Through: 08/21/2017 [] **Apply Filter**

Time Totals (Excel version) – Your total days attended, daily hour totals, time exception ratios.

Skill Summary (Excel version) – Summary from daily logsheets reporting number, participation levels, comp dates and repeats.

Evaluation Summaries – Display grouped item form and evaluation scores and averages.

Completed Evaluations/Forms – View individual evaluation and form results and share this with faculty (if enabled).

Daily Logsheets (Summary)

2. Select the Evaluation you want to view from the dropdown list next to **Template**. Select any other filter parameters you wish to apply and click **Apply**.

Mitchell Technical Institute – Speech-Language Pathology Assistant

Completed Evaluations

✓ = Validated ✓* = Approved ✓* = May have been approved but perhaps should not have been. ✗ = Not Approved 👁 = Viewed Score* (red asterisk) = Unread post-submission comments

Template: Lab Participation Rubric Evaluator: -- All Users -- Subject: -- All Users --

Filters: From: [] Through: 08/21/2017 [] Display % Point Sum **Apply**

No results found.

3. Click on the Evaluation you want to review from the list that appears.

Mitchell Technical Institute – Speech-Language Pathology Assistant TEST STUDENT

Completed Evaluations

✓ = Validated ✓ = Approved ⚠ = May have been approved but perhaps should not have been. ❌ = Not Approved 👁 = Viewed * = Score* (red asterisk) = Unread post-submission comments

Template: Lab Participation Rubric Evaluator: SCHULTZ, JENNIFER Subject: STUDENT, TEST

Files From: Through: 08/21/2017 Display % Point Sum Apply

Date	Evaluator	Subject	Score	Status	V	A
08/21/2017	SCHULTZ, JENNIFER	STUDENT, TEST (Test Site)	93.75			

This will open a new window that will show your evaluation results.

LAB PARTICIPATION RUBRIC

Report creation date: 8/21/2017

Evaluator: SCHULTZ, JENNIFER L

Subject: STUDENT, TEST

[Show / Hide Scores](#)

Evaluation	Totals	Evaluation Items
1		
Attendance		
4 pts. - Arrives on time or early to lab; attends entire lab - Responds promptly to instructor communication to schedule lab - Arrives having completed all preparation activities and with all needed materials		ATTENDANCE - Punctuality / Attendance - Communication - Preparedness
100	100	
Attitude		
4 pts. - Cheerful, positive attitude - Respectful of others - Shows self-confidence and "can-do" attitude - Professional appearance in dress and grooming (may be casual)		ATTITUDE - Positive attitude - Respect - Self-confidence - Dress, grooming
100	100	
Cooperation		
4 pts. - Takes leadership role - Learns from criticism - Enjoys challenges and problem-solving - Works well with both instructor and peers		COOPERATION - Leadership skills - Ability to handle criticism and conflict - Problem-solving - Appropriate relationships with supervisors and peers
100	100	
Productivity		
3 pts. - Follows safety practices - Work area is usually neat - Follows directions - On task most of the time - Takes care and gives attention to detail		PRODUCTIVITY - Safety - Work habits - Following directions - Participation - Attention to detail
75	75	
93.75	93.75	

* Not Approved

** Item row averages containing negative numbers are meaningless.

Legend:

#	Totals	Date	Evaluator	Subject	Site
1	93.75	08/21/2017	SCHULTZ, JENNIFER L	STUDENT, TEST	Test Site

Your MTC course instructor will also view this report and will enter a grade into MyTech for your completed participation or competency demonstration assignment when you have viewed the report in Trajecsyst.

If your performance met the minimum requirements for the competency, a green thumbs up icon will appear in the **Status** column. If you did not meet the requirements, a red thumbs down icon will appear here, and you will be required to repeat the competency demonstration.

= Approved
 = May have been approved but perhaps should not have been.
 = Not Approved
 = Viewed
 Score* (red asterisk) = Unread post-submission comments

Participation Rubric
 Evaluator: SCHULTZ, JENNIFER
 Subject: STUDENT, TEST

Through: 08/21/2017
 Display % Point Sum
 Apply

Evaluator	Subject	Score	Status	V*
SCHULTZ, JENNIFER	STUDENT, TEST (Test Site)	93.75		

After you have reviewed your evaluation, an eye icon will appear in the third column from the right, indicating to you, your lab instructor, and your course instructor that you have viewed your evaluation results. You must view the report before the course instructor will enter your grade in the course in MyTech.

been.
 = Not Approved
 = Viewed
 Score* (red asterisk) = Unread post-submission comments

Subject: STUDENT, TEST

Subject	Score	Status	V*
STUDENT, TEST (Test Site)	93.75		

Click on **Logout** to exit Trajecsyst when you have finished viewing your evaluations.

Home
 Time Exception
 Daily Logsheet
 Reports
 Send Email
 Comments
 Logout
 Use Legacy App

Mitchell Technical Institute – Speech-Language Pathology Assistant

Clock OUT
 9:30 AM
 0930

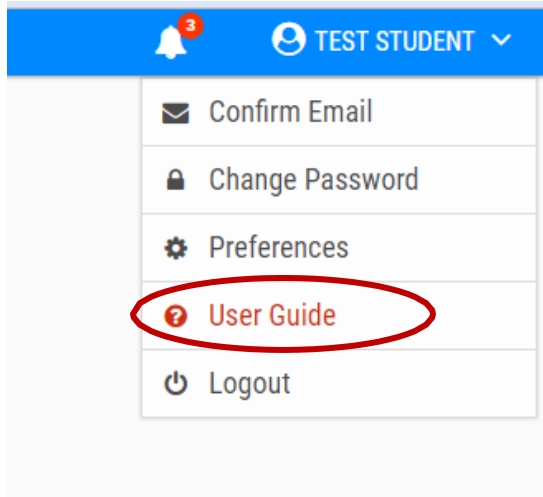
Site
 Test Site

Clock OUT

Please create missing time records.
 View

Reminder: When entering observations in Trajecsyst, all of the info entered into Trajecsyst. The **Log Date** in Trajecsyst needs to match the **Setting (facility, city, state)** and **Client Initials** from the Observation Log to Trajecsyst records and make for a smooth end

If you need additional assistance, you can access the Trajecsys **User Guide** by clicking on yourname, which appears in the upper right-hand corner of the screen and selecting **User Guide** from the dropdown menu that appears.



CLINICAL OBSERVATIONS

Students are required to obtain a total of 25 hours of guided observation of state licensed or certified SLPs providing direct treatment and screening services to clients. Eight hours of observation are required in SLPA 102, and the remaining 17 hours of observation are completed in SLPA 202. You will also complete discussion, documentation, and analysis tasks related to the observations in these courses.

Observation Sites

Observations may be completed anywhere a speech-language pathologist provides direct client services. This may include private homes, daycare centers, preschools, public and private K – 12 schools, clinics, and health care centers (e.g., hospitals, nursing homes). Prior to observing at a given site or with a specific SLP, you must notify the course instructor that you would like to observe at a given site. The course instructor will contact the site to obtain administrator permission for observation students. Some sites have additional requirements for observers that may include completing an online application/request with their facility, submitting vaccination records, or completing a state and federal background check. These site requirements must be met prior to observing.

A small portion of the required observation hours may be completed online through the Master Clinician Network or Simucase as indicated in course syllabi.

Requesting Observation Sites

To ensure that the MTC SLPA program and our students are meeting the confidentiality and conduct requirements of each facility where our students observe, your course instructor will contact facility administration to request observation opportunities and obtain approval before you schedule your observations. Instructions for this will be provided within the observation coursework. The course instructor will contact the site to obtain administrator approval for observation students. Observations that are completed prior to obtaining permission from the course instructor will not count toward required observation hours.

Selecting SLPs to Observe

You may observe any speech-language pathologist who is ASHA certified in speech-language pathology and/or holds the necessary credentials for practice in their setting in that state (e.g., Department of Education Certification, SLP licensure). It is recommended, not required, that the SLP you observe has two years of experience working as an SLP. You will be required to observe multiple SLPs in multiple settings for each observation course. **Observations of SLPAs do NOT count toward the minimum 25 hours of observation which you need to complete prior to your fieldwork placement.**

If you plan to continue your education to obtain a bachelor's and/or master's degree, your observations may be accepted by another training program if they meet the ASHA Clinical Council for Certification (CFCC) [requirements for guided observation](#). Guided observations must be completed with a "clinician who holds current ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of post-certification, full-time experience and (2) a minimum of 2 hours of

professional development in the area of clinical instruction/supervision." You can verify an SLP's ASHA Certification and training in clinical instruction/supervision on the [ASHA Certification Verification page](#).

Scheduling Observations

After you have been informed by the course instructor that we have approval for observations at a specific site, make your initial contact by calling the facility's main phone number. Identify yourself by name and state that you are a student in the Speech-Language Pathology Assistant program at Mitchell Technical College. Indicate that you are calling to request the opportunity to observe speech-language pathology services for your SLPA coursework. This should allow personnel to direct you to the most appropriate person. You may be directed to the speech-language pathologist, a speech-language pathology supervisor, or service coordinator, a principal, a rehabilitation manager, or a special education coordinator. Be sure that you are calling well in advance (i.e., at least 2 weeks) of the date your observations are due. You must allow for the SLP to fit you into their schedule. School or therapy cancellations due to weather, client absences, and SLP absences can all interfere with observation opportunities. Once you have established contact with the SLP, you may be able to arrange future observations directly with them. If you would like to observe an SLP again, address this with them at the end of your observation and ask how they prefer you to schedule observations. Be sure to keep the contact information for the SLP you will be observing, including name and phone number so that you are able to easily contact them should you need to reschedule your observation.

You must conduct yourself professionally when scheduling observations. Use a phone call as your first means of contact. Speak clearly and with a cheerful tone of voice. Make requests, not demands and be sure to thank everyone along the way. The secretary or administrative assistant is often the best person to have as your friend and the LAST person whom you want to have upset with you! If you are scheduling observations via email, you must use your MTC email account, not your personal account. Address the recipient by name and write in complete sentences with correct capitalization, punctuation, and grammar. Do NOT abbreviate words as you would in a text message. For example, do not type "u" for "you." Always spell-check and proof your emails before sending. If you are in doubt, ask someone to review your message before sending. Double-check your recipient to ensure that it is addressed to the correct individual. Use extra caution when forwarding messages as it is easy to accidentally forward sensitive information and have it end up in the wrong hands.

Do not use text messaging to request observations unless it is specifically requested by the SLP.

When you schedule your observations, check with the office or the SLP to see if there are any specific policies that they have for visitors/observers. For example, some schools have a policy that tattoos and body piercings should be covered.

Documenting Observations

You will record your observations on paper/printed logs provided by the course instructor for SLPA 102 and SLPA 202 to obtain SLP signatures verifying completed observations and will log the observations in the Trajecs online clinical record-keeping system.

Before leaving the observation site, obtain the required information (ask the SLP for the information), clearly print the SLP's first and last name on the Observation Log, then ask them to sign the log and provide either their ASHA certification number, or state SLP license number. The SLP must sign their name on each line listing an observation that you completed with them. Do not ask the SLP to sign your observation log without first completing all the other information required for each observation. When documenting observation time, only include minutes of direct therapy observed. Time spent in discussions with the SLP or time while you are waiting for the next therapy session does not count toward your observation hours. Log all observations in Trajecsys.

You will be required to scan and submit a copy of your Observation Log to the instructor periodically. You will send the original Observation Log to the instructor at the end of the semester. Do NOT lose this document as it serves as proof of completing your observation hours. If the Observation Log you submit at the end of the semester does not have SLP signatures and licensure/certification information, the points awarded for the corresponding observation reports will be deducted from your grade.

Refer to the Coursework tab of your observation course in MyTech for additional assignments related to your observations.

Professional Dress for Observations

When observing SLP sessions, you should dress comfortably. Depending on the setting and age-group being treated, you may need to kneel, sit on the floor, or be relatively mobile. Your attire should allow you to function in a variety of settings. You must wear your MTC ID as you are representing MTC during your observations. When dressing for observations, err on the conservative and more-formal side rather than dressing too casually or too "liberally."

Avoid clothing that is tight or clothing that is baggy. Dress in a classic, rather than a trendy style. Solid, neutral colors are a safe choice. Your clothes should be clean, wrinkle-free, and not show wear. Wear causal, comfortable dress shoes. Do not wear athletic shoes or flip-flops. Avoid strong perfumes or colognes.

Women should wear causal pants (**not jeans**) or skirts that are not tight. Skirts should be at least knee-length and have slits that do not extend more than about 3 – 4 inches above the knee. Slips should not be visible. Choose a casual or conservative shirt or sweater which extends past the waistband of your pants or skirt (or can be tucked in) and is not too low-cut. When bending over, cleavage should not be visible, and the bottom of your shirt should still extend past the top of your pants or skirt so that skin and undergarments remain covered. Cosmetics, jewelry, and other accessories should be conservative.

Men should wear polo shirts or dress shirts and casual pants (**not jeans**). Do not wear t-shirts with logos or slogans printed on them. Facial hair should be conservative and well-groomed. Hats should be taken off when entering the observation site building.

If you arrive at your observation site and realize that you are not dressed as well as you should be, make a quick apology and be sure to make a good impression by interacting in a professional manner and asking intelligent questions.

Be sure that your clothing and other items that you bring into the school smell fresh and clean. If you are a smoker, do not smoke in your car or outside of the school building any time before your observations. Quite often SLPs work in small rooms and the smell of cigarette smoke quickly becomes overpowering. Many people are sensitive to the smell of cigarette smoke and find it unpleasant. Other strong smells (perfumes, some food/cooking odors, etc.) should be avoided as well.

Attending Observations

You should arrive at the SLP's room/work area 5 - 10 minutes before your scheduled observation time. Therapy sessions are typically scheduled every 20 – 30 minutes. If you arrive too early, you may be asked to wait in the hallway or a public waiting area until your scheduled time. If you arrive even a little bit late, you may miss your observation. Be sure to allow yourself time to check in as a visitor at the site office or admissions desk and to find the therapy room or classroom if it is your first time observing in a school or with a specific speech-language pathologist. Even though you have your MTC badge, you may still be required to wear a pin or sticker that indicates you are a visitor, and that the office is aware that you are in the building. Student, client, and patient security is a high priority in schools and health care facilities. (You do NOT need to clock in/out in Trajecsys when observing.)

Professional Observation Behavior

Each SLP is different. Follow the SLP's lead. Some SLPs may want you to sit quietly in the back of the room and to just observe. Other SLPs may allow or ask you to interact with them and clients throughout the session. Many times, your presence will be utilized by the SLP as an opportunity for clients to practice communication skills with unfamiliar listeners, so interact with the clients as you are allowed to do so.

You should be “actively engaged” during each observation. Watch the session carefully. Your body language should show that you are interested in what is occurring. Be sure that you have data collection forms, a notebook, and pen along so that you can document your observations during the session and write a descriptive observation report after the therapy session. Do not use your cell phone or other mobile device to check messages or take calls during your observations as this will send the message that you are bored or disinterested.

After your observation(s) you should spend a few minutes discussing your observations with the SLP and asking them relevant questions about what you observed if they have time. The SLP will expect you to have questions and will appreciate your attention to their work when you discuss the sessions with them. This is an excellent opportunity for you to learn from others; do not miss out! If there is a break between sessions, make yourself useful. Offer to help the SLP if possible. Quite often the SLP will have toys to clean, materials to cut out, or things to put away. You can help with this if they allow. At the end of your observation, verbally thank the SLP for allowing you to observe.

The SLPs that you observe will be observing you just as closely as you are observing them. Think of each interaction with staff, SLPs and clients as an interview. If your appearance and conduct are perceived to be unprofessional, you may not be welcomed back for additional observations, and you certainly will not be considered for future employment. Be sure to leave everyone you meet during your observations with a positive impression of you as a student and future potential employee.

Confidentiality for Observations

Confidentiality is extremely important. It is expected that we will discuss your observations within the context of our courses, but you must not take care that your comments and reports do not specifically identify the clients you observe. We will refer to clients you observe by initials only in documentation and discussions. You are not allowed to discuss any of your observations outside of our class settings with friends, family members or anyone else. **If you breach the confidentiality agreement which you signed earlier this year, you will fail the observation class.**

Calculating Units of Service

When writing observation reports/documenting services, you will record the start and stop time of the service and the units of service provided by the SLP to the client. This information is often required by Medicare, Medicaid, and private insurance companies. Timed services are billed in 15-minute units. A “Rule of 8” is used to calculate the number of units billed for the service. The first 15-minute unit can be billed when the service time reaches 8 minutes and extends to 7 minutes past the 15-minute mark. Once the service duration is 8 minutes beyond the initial 15-minutes, a second unit can be billed. This pattern continues for the duration of the service. Calculate units as follows:

Units of Service	Number of Minutes
1 Unit	>/= 8 minutes through 22 minutes
2 Units	>/= 23 minutes through 37 minutes
3 Units	>/= 38 minutes through 52 minutes
4 Units	>/= 53 minutes through 67 minutes
5 Units	>/= 68 minutes through 82 minutes
6 Units	>/= 83 minutes through 97 minutes
7 Units	>/= 98 minutes through 112 minutes
8 Units	>/= 113 minutes through 127 minutes

If a service is longer than 8 units (i.e., longer than 2 hours, 7 minutes), continue calculating units using the same pattern of 15-minutes +/- 7 minutes for each additional unit.

Reference: Department of Health & Human Services Centers for Medicare and Medicaid Services. (2010). *Pub 100-04 Medicare Claims Processing Transmittal 2121*. Retrieved May 12, 2025 from <https://www.cms.gov/Regulations-and-Guidance/Guidance/Transmittals/downloads/r2121cp.pdf>

Trajecsys Guide for Observations

Login to Trajecsys

To begin documenting observation activities, login to Trajecsys using your user name and password. Do NOT clock in to any site.

Print Confidentiality Agreement

Select **Reports** from the menu bar on the left side of the page. In the **Template** dropdown list, select **SLPA Coursework/Observation Confidentiality Agreement**. The signed agreement will appear in the document list. Under **Details**, Click on **View**. Click on the **Print** icon in the upper right corner of the screen.

Add Logsheets

Select **Daily Logsheets** from the menu bar on the left side of the page. Enter the date of the observation (not the date of data entry) in the **Date** field. Select **Observation** from the **Site** menu. **Do not log observations in your lab site.** Select the name of the **SLP** who you observed from the drop-down menu and click **Add Logsheets**.

Trajecsys

Mitchell Technical Institute – Speech-Language Pathology Assistant

Daily Logsheets

Date: 12/18/2018

Site: Test Site

Retain values on logsheet submissions ([clear](#))

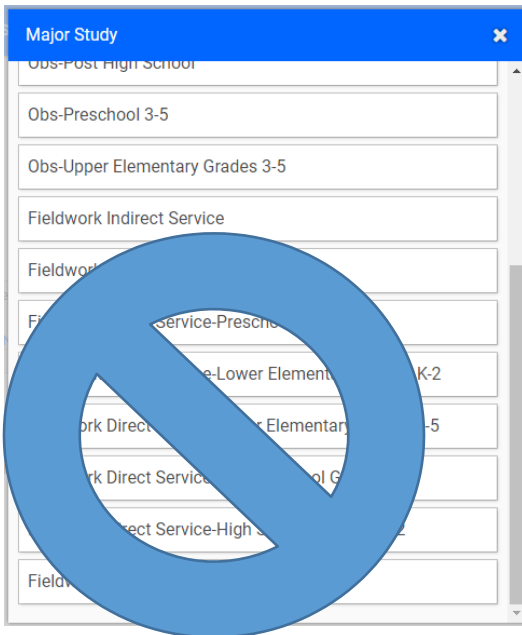
Supervising Employee ([New](#)):

Add Logsheets

No logsheets submitted at on 12/18/2018.

Record **Major Study** Category

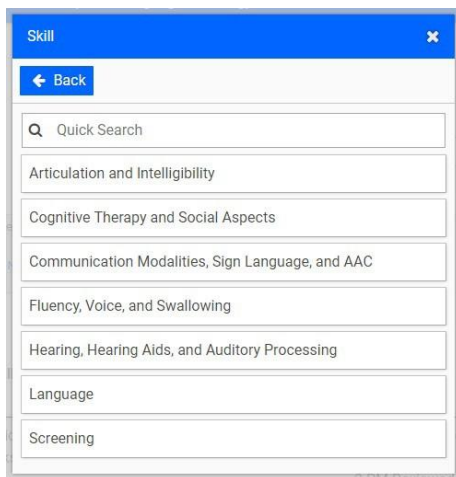
Choose **Obs-Age** Level from the **Major Study** menu that appears. Be careful to select only **Obs** (Observation) age groups, not Fieldwork age groups.



The screenshot shows a dropdown menu titled "Major Study" with a close button (X) in the top right corner. The menu lists several categories: "Obs-Post High School", "Obs-Preschool 3-5", "Obs-Upper Elementary Grades 3-5", "Fieldwork Indirect Service", "Fieldwork Direct Service-Preschool", "Fieldwork Direct Service-Lower Elementary K-2", "Fieldwork Direct Service-Upper Elementary 3-5", "Fieldwork Direct Service-High School", and "Fieldwork Indirect Service-High School". A large blue "X" is superimposed over the "Fieldwork" categories, indicating they should not be selected.

Use **Obs** age groups for all observations.
Do not use **Fieldwork** categories.

After selecting an **Observation age group** from the Major Study menu, the **Skill** menu will appear.



The screenshot shows a dropdown menu titled "Skill" with a close button (X) in the top right corner. The menu includes a "Back" button, a "Quick Search" field, and a list of skill categories: "Articulation and Intelligibility", "Cognitive Therapy and Social Aspects", "Communication Modalities, Sign Language, and AAC", "Fluency, Voice, and Swallowing", "Hearing, Hearing Aids, and Auditory Processing", "Language", and "Screening". Two blue arrows point from the text boxes on the right to the "Articulation and Intelligibility" and "Screening" categories.

For treatment sessions choose the **one** skill category that was the **primary** focus of the session. *

For screening sessions, choose **screening**.
You will not enter a disorder area for screening sessions

* If a treatment session addresses more than one disorder, choose the disorder that was the primary focus of the session. You cannot select two or more disorder categories.

The **Participation Level** menu will appear. Click on **Observed** to view the next menu.

Participation Level

← Back

Observed

Record the **Time Spent** in Hours and Minutes and click **OK**.

Important:

- Only record time that the SLP spent working directly with the client. Do not include time at the observation site waiting between sessions, discussing clients with the SLP before/after sessions, etc.
- Record time in 5-minute increments, rounding to the closest interval of **5 minutes**. E.g., 17 minutes will be entered as 00 Hours, 15 Minutes. 18 minutes will be entered as 00 Hours, 20 Minutes. *Note that services are entered in Trajecsys in 5-minute units, not the 15-minute units used for billing.*
- All sessions must be entered individually. Do not combine multiple sessions into one entry for the day.

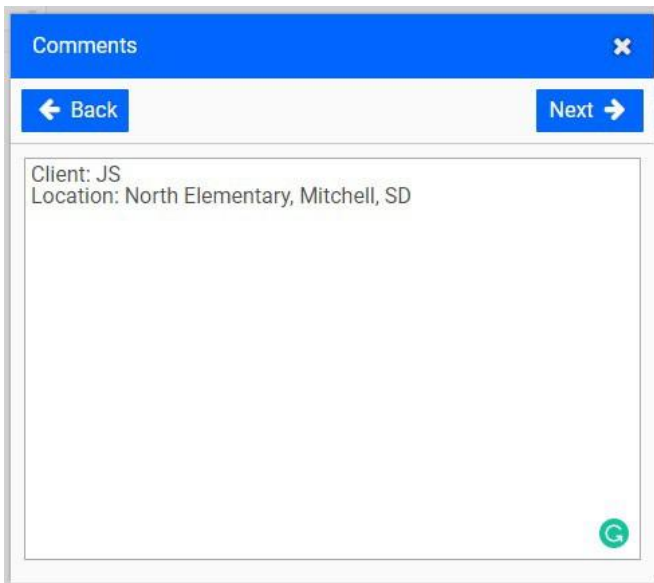
Time Spent

← Back Next →

Hours			Minutes			
00	01	02	00	05	10	15
03	04	05	20	25	30	35
06	07	08	40	45	50	55

00:20

Complete the **Comments** section to record the **Client's initials** for the session and the **Location (Facility, City, State)** of the session. Click **Next** to save your comments. **Do not leave the comments box blank.**



The screenshot shows a 'Comments' form with a blue header bar containing a close button (X). Below the header are 'Back' and 'Next' buttons. The main area is a text box containing the text: 'Client: JS' and 'Location: North Elementary, Mitchell, SD'. A green circular icon with a white 'G' is in the bottom right corner of the text box.

This will take you back to the **Daily Logsheet home page**. Review the information entered for accuracy. Click on the **paper/pencil icon** to edit the entry or the **trash can** to delete it if errors are noted.

Add Logsheet Last 20 records								
Major Study ↓	Skill ↓	Participation Level	Supervising SLP	Time	Comments	Approve Date	Approved By	Simulation
Fieldwork Direct Service- Preschool 3-5 years	Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client: JS			 
Fieldwork Indirect Service	Clerical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK and LT files. 2 PM Reviewed AZ file			 

If no changes are required and you have more activities to enter for that day, click **Add Logsheet** to add another activity.

Reports

View Daily Logsheet Reports

Daily logsheet reports summarize your time spent observing speech and language services. Select **Observation** as the **Site** from the dropdown menu and the **From** (start) date and **Through** (end) date of the reporting period (e.g., coursestart date to current date, previous week, entire semester). Click on **Daily Logsheets**.

The screenshot shows a web interface with a left sidebar and a main content area. The sidebar contains the following items: Home, Time Exception, Daily Logsheet, Reports (highlighted with a red circle), Send Email, Comments, and Evaluations. The main content area is titled 'Reports' and contains the following elements: a 'Site' dropdown menu with 'Test Site' selected (highlighted with a red circle), 'From' and 'Through' date fields with dates 12/03/2018 and 12/18/2018 respectively (both highlighted with a red circle), and a 'Score Calculation' dropdown menu with 'Display Point Average' selected. Below these fields are three links: 'Time Totals (Excel version)', 'Skill Summary (Excel version)', and 'Daily Logsheets (Summary)' (highlighted with a red circle). The text for 'Skill Summary' is partially obscured by a red circle.

Reports

Site: Test Site From: 12/03/2018 Through: 12/18/2018 Score Calculation: Display Point Average

[Time Totals \(Excel version\)](#) – Your total days attended, daily hour totals, time exception ratios.

[Skill Summary \(Excel version\)](#) – Summary from daily logsheets reporting number, participation levels, comp dates and repeated procedure totals. Click on a date to view the individual exam.

[Daily Logsheets \(Summary\)](#)

Your Observation course instructor will review your logsheets and compare them with your hard-copy daily log sheets (signed by the SLP observed) after each unit to approve or disapprove your recorded observations. Activities that have been reviewed and **approved** by the instructor will have the instructor's name in green in the **Review** column for all activities that have been approved. Activities that were **disapproved** (not approved) will have the instructor's name in red in the **Review** column. You will need to contact your course instructor to find out why observations were disapproved. To view all observations during the period you selected, choose **Details** at the top of the report page.

Student Daily Logsheets

Student Daily Logsheets

☒ Details ☐ Summary

Area: Test Area Site: Test Site Student: STUDENT, TEST

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval. Simulation: Any Review: -- ANY -- ☐ Include deleted procedures

From: 12/03/2018 To: 12/18/2018

[Apply Filter](#) [Filter](#)

[Printer friendly version](#) [Excel version](#) [PDF version](#) [Excel version](#) [PDF version](#)

Date	Skill	Level	Employee	Time	Comments	Review	#S	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client JS					
12/18/18	Fieldwork Indirect Service	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...				12/18/18 JENNIFER SCHULTZ	
12/18/18	Fieldwork Indirect Service	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...				12/18/18 JENNIFER SCHULTZ	
12/18/18	Clerical Tasks	Observed	BASS, ERNEST	00:25	fds					
12/18/18	Obs-Upper Elementary Grades 3-5	Observed	BASS, ERNEST	00:25	fds					

To view a summary of observation time during the period you selected, Choose **Summary** and **By Major Study** at the top of the report page. To ensure that you are calculating your total observation time correctly, compare the time at the bottom of this report to the Observation Time This Page Only and/or TOTAL OBSERVATION TIME THROUGH THIS PAGE on your paper logs.

Student Daily Logsheets

Site: -- ANY -- Participation Level: -- ANY -- Supervising Slip: -- ANY -- From Date: 1/1/2021 Through Date: 05/12/2025 Simulation: -- ANY -- Review: -- ANY -- Modified: -- ANY -- ☐ Include deleted procedures

[Apply Filter](#) [Reset Filter](#)

☐ Details ☒ Summary ☐ Detail Level ☐ By Student ☒ By Major Study ☐ By Skill ☐ Show Amount Details [Download Summary XLS](#) [Download Summary PDF](#) [Print](#)

Student	Major Study	Amount	Time
STUDENT, TEST	Obs-Birth to 3 Years	1	00:10
STUDENT, TEST	Fieldwork Indirect Service	4	05:15
STUDENT, TEST	Fieldwork Direct Service	2	00:40
STUDENT, TEST		7	06:05

Print Reports

To print a copy of a report, select **PDF version** to download it for printing.

Student Daily Logsheets

● Details ● Summary

Area: Site: Student:

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval.

From: To:

Simulation Review

☐ Include deleted procedures

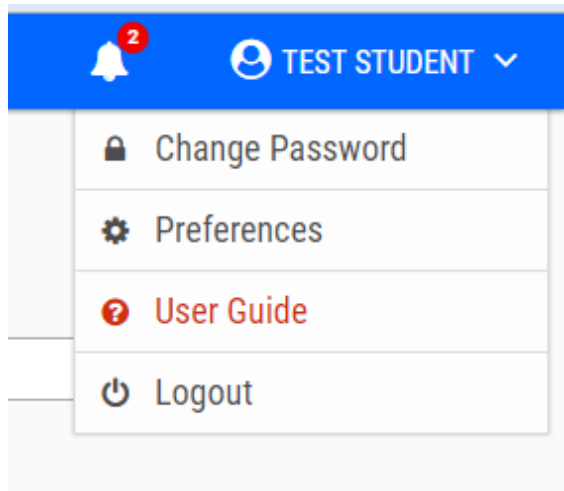
[Apply Filter](#)

[Printer friendly version](#) [Excel version](#) [PDF version](#)

Date	Skill	Level	Employee	Time	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client: JS	12/18/18 JENNIFER SCHULTZ	
12/18/18	Fieldwork Indirect Service Clerical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...	12/18/18 JENNIFER SCHULTZ	
12/20/18	Obs-Upper Elementary Grades 3-5	Observed	BASS, ERNEST	00:25	fds		

User Guide

If you have difficulties with Trajecsys, you can access the **User Guide** by selecting it from the dropdown menu in the upper right corner of your Trajecsys screen.



FIELDWORK

During the last half of your final semester of SLPA coursework, you will complete an 8-week, full-time fieldwork placement with an SLP. The purpose of fieldwork is to provide you with appropriate experiences for learning the job responsibilities and workplace behaviors of the SLPA. Your fieldwork supervisor will be an SLP with at least 3 years of experience who is certified by the American Speech-Language-Hearing Association (ASHA), is state certified or licensed as an SLP and has completed at least 2 hours of training in clinical education or supervision.

Reporting Relationships

You will report directly to the supervising SLP at your fieldwork site. They will provide direction to you for your schedule. If you need to be absent from your fieldwork site, you will first obtain permission for the absence from the supervising SLP at your fieldwork site, then contact the MTC faculty member for SLPA 240 Clinical Management to inform them of the absence. This dual reporting requirement is similar to what you may experience if you are employed by an organization (e.g., an education cooperative) to provide services at multiple sites (e.g., multiple school districts or multiple buildings in a district); both the employer and the site need to be aware of changes in your schedule.

All direct and indirect clinical activities you engage in will be completed per the direction of the supervising SLP and under their direction.

Fieldwork Attendance Requirements

You are expected to log approximately 240 hours of time at your clinical fieldwork site during your 8-week, full-time fieldwork placement. This is equivalent to 6 40-hour work weeks and allows for time when your fieldwork site may not be in session due to weather cancellations, holidays, or other scheduled breaks. Your fieldwork experience must be completed during the start and end dates for SLPA 240 as indicated in MyTech. Fieldwork cannot be completed part-time for an extended period, evenings/weekends, or during summer months. In some cases, a fieldwork placement may be extended past the scheduled end date upon mutual agreement of all parties to allow you additional time to improve clinical skills or to obtain required clinical experience hours. You cannot leave your fieldwork placement early, even if you have met your time or clinical experience hours requirements.

You will follow the schedule of your fieldwork site, not the MTC calendar. If your fieldwork site is in session, you are expected to be present at fieldwork, even if MTC is not holding classes that day. Similarly, if your fieldwork site is closed on a given day, but MTC is holding classes that day, you are not expected to attend your closed fieldwork site. We understand that there are times when it is unavoidable to miss a day of fieldwork due to emergencies, illnesses, or appointments that cannot be rescheduled.

Using Trajecsyst, you will clock in upon arrival at the fieldwork site and will clock out when leaving the site each day. During the day, you will clock out from the fieldwork site if you need to leave for personal reasons, but you do not need to clock out for lunch or other breaks during the day when you remain onsite.

If you know in advance that you need to request time off from your fieldwork placement, first request the day off from the SLP at your fieldwork site who is supervising you. Upon approval from the SLP at your fieldwork site, complete the Fieldwork Absence Request Form in Trajecsyst to obtain MTC faculty approval. On the day you are absent, complete a Time Exception in Trajecsyst to mark yourself absent from fieldwork, and provide a reason for the absence.

If you are absent due to illness or emergency, notify the SLP at your fieldwork site and MTC faculty via phone or email immediately. Complete a Time Exception in Trajecsys to mark yourself absent from fieldwork and provide a reason for the absence.

If your fieldwork site is closed (e.g., holiday, spring break, weather cancellation) complete a Time Exception in Trajecsys for the day(s) the site is closed and provide the reason the site is closed. You do not need to do this for weekends.

Do not request personal time off during fieldwork (e.g., long weekend, vacation). This would be like asking for personal time off during your first few weeks of employment. Most employers would not view this favorably. In school settings, most employees receive only 2 or 3 days of personal time off for an entire school year, so it would not be professional behavior to request those days off during your fieldwork placement.

Clinical Experience Hours and Supervision Requirements

You will obtain a minimum of 100 hours of supervised experience, as required by ASHA for SLPA certification. Of the 100 hours of supervised experience, a minimum of 80 hours be in direct clinical services, in which you will provide screening, assessment, and/or therapy under the supervision of your SLP supervisor. Twenty hours of supervised clinical experience will be indirect clinical experiences (e.g., session planning, meetings with the SLP, etc.) related to the services you and your supervising SLP provide. If you are completing your fieldwork experience outside of South Dakota, you must also meet the clinical fieldwork experience requirements for SLPA credentials in your state. You can find links to this information through the [ASHA State-by-State](#) page.

You will be supervised at least 50% of the time when engaged in client contact. Your supervisor will provide direct supervision, which is defined as on-site, in-view observation and guidance while you provide services. Your supervising SLP will model professional and technical skills, observe you as you engage in clinical and non-clinical tasks, and provide feedback to you regarding your skills and abilities in the clinical setting.

In addition to the clinical experience and supervision requirements for the MTC SLPA program, you, and your supervising SLP must also adhere to fieldwork experience requirements of the state where you complete your fieldwork experience. You cannot engage in responsibilities that are outside of SLPA Scope of Practice in your state, even if they are part of the ASHA SLPA Scope of Practice. You can find links to this information through the [ASHA State-by-State](#) page.

Documenting Supervised Clinical Experiences

Each day you will engage in a variety of indirect and direct clinical experiences. **Direct experience** is time that you spend working directly with students, patients, or clients, performing at least 1 of the component skills of providing clinical services (e.g., collecting data, presenting stimuli, providing feedback, etc.) **Indirect experience** is time you spend engaged in activities that are necessary to provide high-quality services, but do not involve interaction with students, patients, or clients (e.g., writing treatment session plans, preparing screening and treatment materials, documenting services in clinic records). **Time spent observing the SLP providing screening, assessment, or treatment services cannot be counted as direct or indirect clinical experience.**

You must fully document all direct and indirect clinical experience activities. The record of your clinical activities provides evidence of the experiences and skills you will develop in your fieldwork placement. Do not neglect to

fully record a wide variety of indirect clinical activities. It is not possible to provide high-quality direct clinical services without spending time planning services, preparing materials, meeting with the supervising SLP, and documenting those services. Indirect services that were performed on the same day and fit into the same service category can be combined into one activity entry for that day. Document each direct service/session separately; do not combine multiple screening or treatment sessions into one log entry.

It is recommended that you update your service logs in Trajecsyst daily during fieldwork. When entering services in Trajecsyst, provide comments that will assist your supervising SLP to recognize and approve your activities. You must have all activities from the week (M-F) entered in Trajecsyst and approved by your supervising SLP by the Wednesday to receive credit for your weekly Trajecsyst log.

Evaluation

Your supervising SLP will evaluate your skills at the midpoint of your fieldwork placement and at the end of the fieldwork experience by completing a checklist verifying your skills. The supervisor will also verify the number of hours of clinical experience that you completed.

MTC Faculty Site Visit

Your MTC SLPA Fieldwork Course Instructor will make a minimum of one site visit during the eight-week fieldwork experience, and at that time will observe you providing therapy. The course instructor will meet with the supervising SLP and with you in separate meetings to discuss the fieldwork placement. The site visit may be completed via live videoconference.

Remedial Actions in Fieldwork

All students will meet with their supervising MTC faculty member in week 2 of the fieldwork experience. Daily log sheets will be reviewed to ensure that students are logging indirect and direct clinical experiences thoroughly and accurately. The supervising MTC faculty member will also communicate with the site supervising SLP prior to meeting with the student to identify any unexpected knowledge and/or skill deficits that require attention. Should significant knowledge or skill development needs or documentation deficits be identified, the MTC faculty member will initiate remedial procedures to assist the student to improve their performance in the fieldwork experience. Procedures will be individualized to the student based on the needs identified and may include:

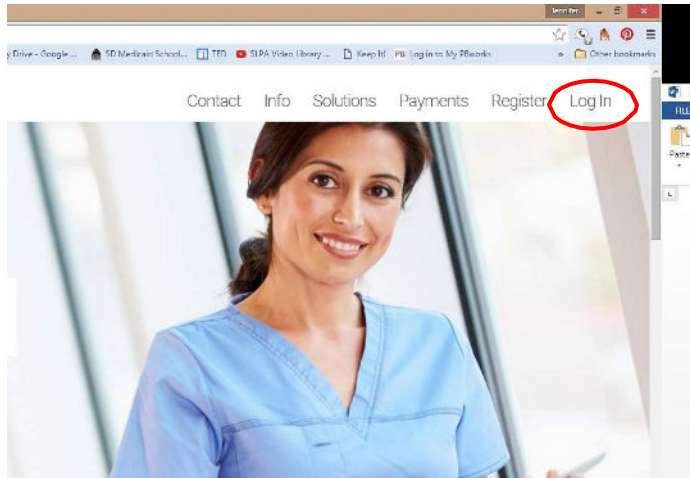
- Weekly communication with the site supervising SLP to review student progress toward SLPA competencies and continuing training needs
- Weekly student/MTC faculty member meetings to review supervisor concerns and provide additional instruction
- Required documentation of all daily activities at the fieldwork site in 5-minute increments
- Required additional documentation of comments in daily logs to document specific indirect and direct experiences for faculty review
- Termination of the clinical experience if progress toward meeting SLPA competencies is not observed.

Trajecsys Guide for Clinical Fieldwork

Create Time Records

Log In to Trajecsys

When you arrive at your fieldwork site each day, log in to Trajecsys by going to www.trajecsys.com and clicking on **Log In** at the upper right corner of the screen.

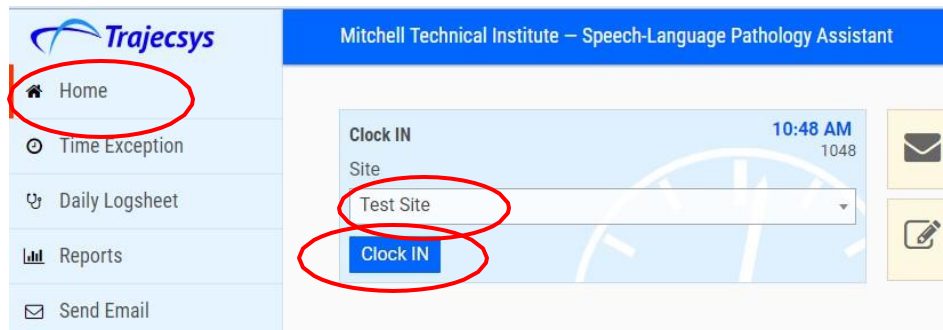


Use the Username and Password you selected when you registered for your Trajecsys account.

The image shows the Trajecsys login interface. At the top is the Trajecsys logo, which consists of a stylized blue and green swoosh above the word 'Trajecsys' in a blue serif font. Below the logo are two input fields: the first is labeled 'Username' and the second is labeled 'Password'. To the right of the Password field is a link that says '(Forgot?)'. Below the input fields is a dark teal button with the text 'Log In' in white.

Clock In

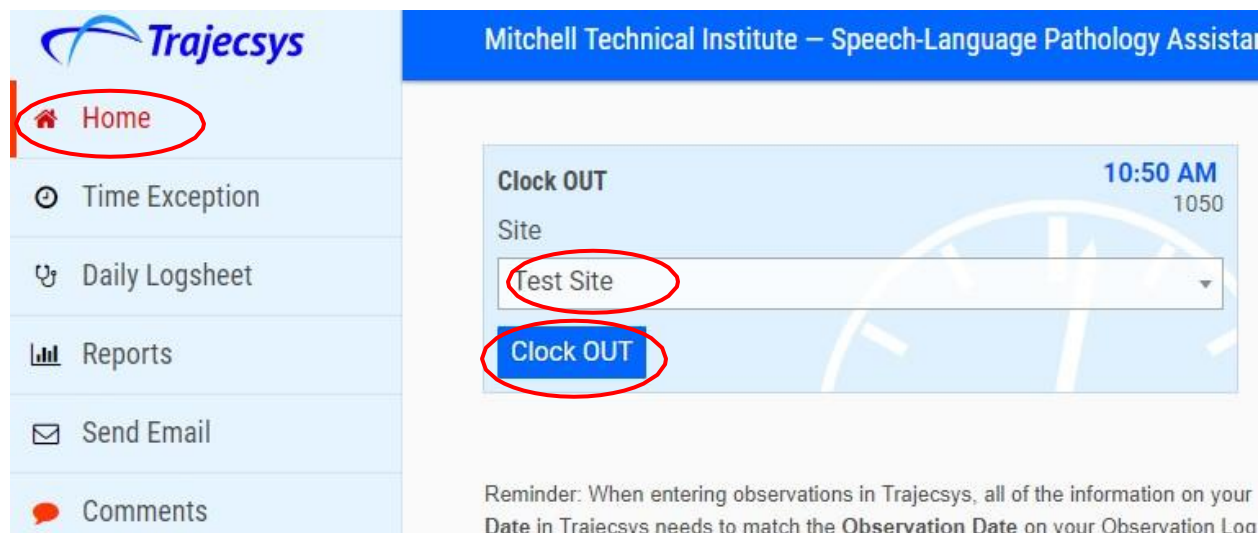
Select your fieldwork site from the drop-down menu and click **Clock IN** on the **Home** screen. The log in information recorded in Trajecsyst includes GPS tracking information, so we will know where you were when you clocked in. Once clocked-in to the fieldwork site, Trajecsyst will automatically log you out of the system.



The log in information recorded in Trajecsyst includes GPS tracking information, so site supervisors and MTC faculty will know your location at the time of Clock IN/OUT. If computer or internet access is not available at your fieldwork site, you can clock in/out from your smart phone or iPad. You will need to select **Yes** when asked to allow Trajecsyst to **Geolocate**.

Clock Out

Select your fieldwork site from the drop-down menu and click **Clock OUT** on the **Home** screen. The log in information recorded in Trajecsyst includes GPS tracking information, so we will know where you were when you clocked out. Once clocked out of the fieldwork site, Trajecsyst will automatically log you out of the system.



Record a Time Exception

If you forget to clock in or out, click on the **Time Exception** tab and complete that form as soon as you can. Your site supervising SLP cannot approve your time records until this is completed.

Important: Use 24-hour time format.

Example:

8:00 AM = 0800

4:30 PM = 1630

If you are absent from your fieldwork site for any reason, planned or unplanned (e.g., medical appointment, illness, site is closed for holiday or inclement weather, etc.), complete a time exception. Select **Absent** for the reason and provide a short comment stating the reason for the absence in the **explanation** field. This will allow your site supervising SLP and MTC faculty supervisor to see the absence and reason in your time record for the week.

Your site supervising SLP will review your Time Records at least weekly for accuracy. This must be completed by Wednesday of the following week for grading purposes.

Fieldwork Absence Request

Planned absences from fieldwork are discouraged and must be approved in advance by the site supervising SLP and MTC Faculty. To request an absence from fieldwork, first obtain verbal permission for the absence from your site supervising SLP. Once the site supervising SLP has approved the absence request, complete the **Fieldwork Absence Request** form in **Evaluations**.

The screenshot shows a software interface with a left sidebar containing navigation links: Home, Time Exception, Daily Logsheet, Reports, Comments, Send Email, Evaluations (circled in red), and Logout. The main content area is titled 'Other Evaluations' and contains a section for 'Unscheduled Evaluations' with two buttons: 'Fieldwork Absence Request Form' (circled in red) and 'Student Placement Feedback Form'.

Indicate the amount of time off in 30-minute increments by selecting one button in one of the two subsections of the **Time Off Request** section of the form. Also type in the hours when you will be absent.

The 'Time Off Request' section includes instructions: 'Only mark time off requested on ONE line in this section.' and 'Number of hours requested off (select in :30 minute increments; if selection not on this line, leave N/A and select from line below); Example: if taking 2 hours and 30 minutes off, click 2:30 here and leave N/A on next line.' The first row of options (circled in red) includes :30, 1:00, 1:30, 2:00, 2:30, 3:00, 3:30, 4:00, 4:30, and N/A. The second row includes 5:00, 5:30, 6:00, 6:30, 7:00, 7:30, 8:00, and N/A. Below these is a text field with the instruction 'Type in the text field at right the specific hours you plan to take off. For example, if you mark 3 hours off above, enter 8:00 - 11:00 a.m. if that is the period of time you plan to be off. We need to know the specific time frame you plan to be off.' The text '12:00 PM - 4:00 PM' is entered in the field (circled in red).

The **Signatures** section is for MTC faculty use only. Leave the selection in the **Faculty Review** item as **Not reviewed by faculty yet**. Your MTC faculty supervisor will review and approve/not approve the request.

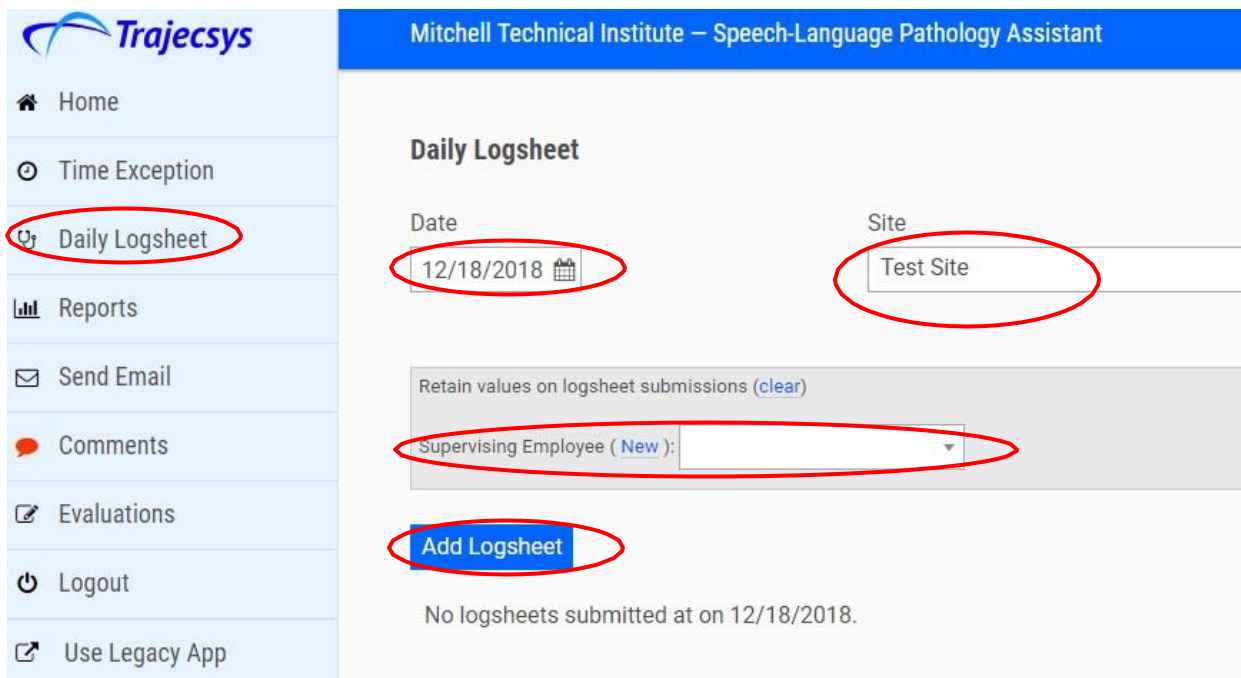
The 'Signatures' section includes the 'Faculty Review' section with the instruction: 'Students will leave set to NOT REVIEWED YET prior to submission. Faculty may change this after student submits the form.' The three radio button options are 'Not Approved', 'Approved', and 'Not reviewed by faculty yet' (circled in red). A blue 'Submit' button is located at the bottom right.

Daily Logsheets

Each day, as you are engaging in direct and indirect service activities at your fieldwork site, write your activities on the printed **SLPA Fieldwork Weekly Activity Log** forms. These are for your records. You will log this same information in Trajecsyst by completing **Daily Logsheets**. We recommend that you write all your activities immediately on your Weekly Activity Log forms and enter that information in Trajecsyst daily to avoid errors that may result from delay between time of activities and time of documentation. Enter all supervised direct and indirect service activities in Trajecsyst exactly as they appear on the **SLPA Fieldwork Weekly Activity Log** forms approved by your site supervising SLP. Your supervising SLP does not need to initial activities on the **SLPA Fieldwork Weekly Activity Log** forms. They will approve them in Trajecsyst.

Add Logsheets

Log into Trajecsyst and select **Daily Logsheets** from the menu bar on the left side of the page. Enter the date of the activity(not the date of data entry) in the **Date** field. Select your fieldwork site from the **Site** menu. Select your site **Supervising SLP's** name from the drop-down menu and click **Add Logsheets**.



Trajecsyst

Mitchell Technical Institute – Speech-Language Pathology Assistant

Daily Logsheets

Date: 12/18/2018

Site: Test Site

Retain values on logsheet submissions ([clear](#))

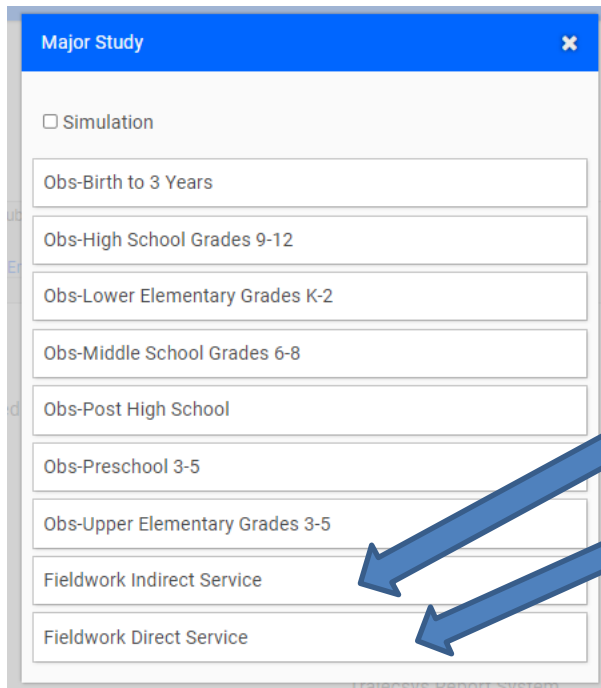
Supervising Employee ([New](#)):

Add Logsheets

No logsheets submitted at on 12/18/2018.

Record Major Study Category

Choose either **Fieldwork Indirect Service** or **Fieldwork Direct Service** from the **Major Study** menu that appears. Be careful to select **Fieldwork** activities, not Observation activities for all Daily Logsheet entries during fieldwork.



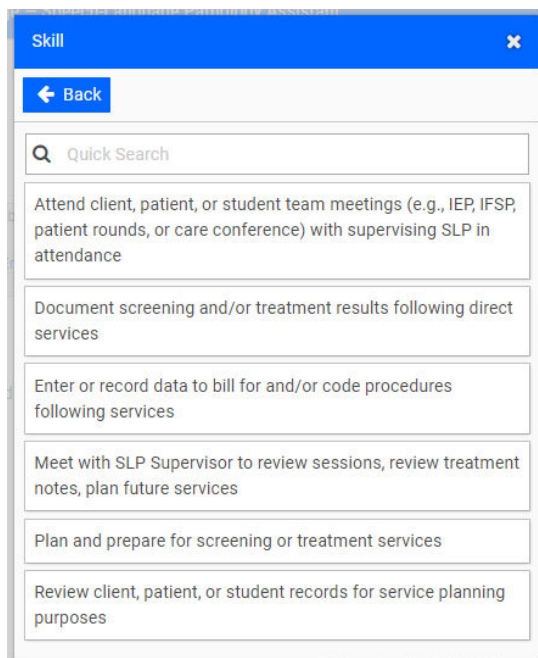
The screenshot shows the 'Major Study' menu with a blue header and a close button. Below the header is a checkbox for 'Simulation'. A list of observation categories follows: 'Obs-Birth to 3 Years', 'Obs-High School Grades 9-12', 'Obs-Lower Elementary Grades K-2', 'Obs-Middle School Grades 6-8', 'Obs-Post High School', 'Obs-Preschool 3-5', and 'Obs-Upper Elementary Grades 3-5'. At the bottom are two fieldwork options: 'Fieldwork Indirect Service' and 'Fieldwork Direct Service'. Two blue arrows point from a text box on the right to these two options.

Use **Fieldwork Indirect Service** for all supervised activities that do not involve direct screening and treatment services with clients. See your SLPA Fieldwork Weekly Activity Log for a list of activities.

Use **Fieldwork Direct Service** for all supervised direct screening and treatment services with clients. Select the age based on the clients served.

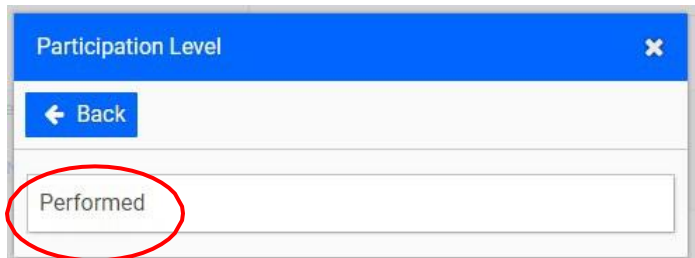
Record Indirect Activities

After selecting Fieldwork Indirect Service from the Major Study menu, the Indirect Service Activities **Skill** menu will appear. Select the **Skill** category that best matches the activity you completed.



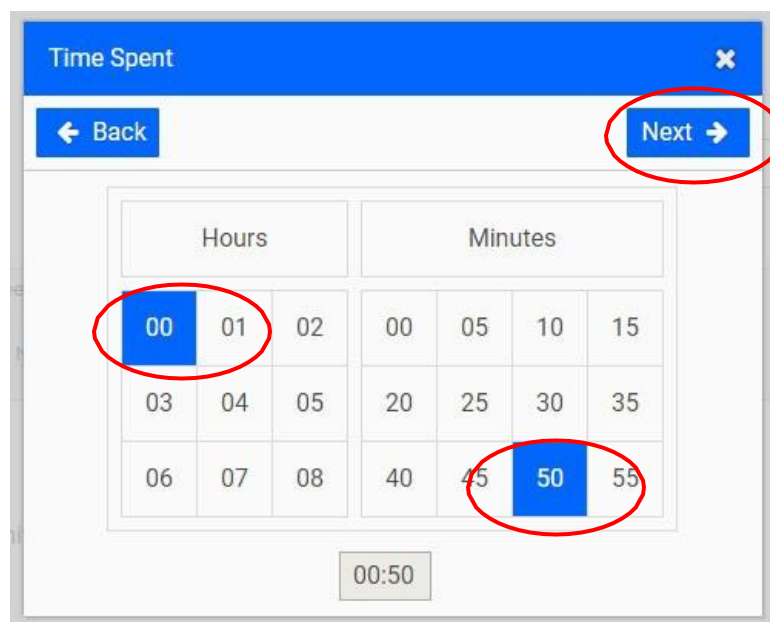
The screenshot shows the 'Skill' menu with a blue header and a close button. Below the header is a 'Back' button. A search bar labeled 'Quick Search' is present. Below the search bar is a list of skill categories: 'Attend client, patient, or student team meetings (e.g., IEP, IFSP, patient rounds, or care conference) with supervising SLP in attendance', 'Document screening and/or treatment results following direct services', 'Enter or record data to bill for and/or code procedures following services', 'Meet with SLP Supervisor to review sessions, review treatment notes, plan future services', 'Plan and prepare for screening or treatment services', and 'Review client, patient, or student records for service planning purposes'.

The **Participation Level** menu will appear. Click on **Performed** to view the next menu.



The screenshot shows a window titled "Participation Level" with a blue header bar containing a close button (X). Below the header is a "Back" button with a left arrow. A list box below contains the option "Performed", which is highlighted with a red circle.

The **Time Spent** menu will appear. Select the number of **Hours** and **Minutes** (in 5-minute increments). For Indirect Services only, you may combine time spent in the same activity during the day into one entry. For example, if you review files for 30 minutes at 10:00 AM and for 20 minutes at 2:00 PM, you can combine them into one entry for a total of 50 minutes for that day.



The screenshot shows a window titled "Time Spent" with a blue header bar containing a close button (X). Below the header are "Back" and "Next" buttons, both with arrows. The "Next" button is circled in red. The main area contains two grids: "Hours" and "Minutes". The "Hours" grid has options 00 through 08, with "00" circled in red. The "Minutes" grid has options 00, 05, 10, 15, 20, 25, 30, 35, 40, 45, 50, and 55, with "50" circled in red. Below the grids is a text box displaying "00:50".

Hours			Minutes			
00	01	02	00	05	10	15
03	04	05	20	25	30	35
06	07	08	40	45	50	55

00:50

Complete the **Comments** section to record any notes that will help your fieldwork supervisor to recall your activities to approve them at the end of the week. This information might include:

- time of day the activity occurred
- types of clerical tasks (filing, shredding, copying)
- initials of clients/students who were the subjects of planning and file review activities
- topics discussed during SLP supervisor meetings
- descriptions of meetings and conferences
- other descriptive details.

Use this field to ensure that your supervising SLP will approve your activities. Click **Next** to save your comments. **Do not leave the comments box blank.**

This will take you back to the **Daily Logsheet home page**. Review the information entered for accuracy. Click on the **paper/pencil icon** to edit the entry or the **trash can** to delete it if errors are noted.

Major Study	Skill	Participation Level	Supervising SLP	Time	Comments	Approve Date	Approved By	Simulation
Fieldwork Direct Service	Treatment - Articulation and Intelligibility	Performed	BURNS, GEORGE	00:20	Comments			 
Fieldwork Indirect Service	Attend client, patient, or student team meetings (e.g., IEP, IFSP, patient rounds, or care conference) with supervising SLP in attendance	Performed	BURNS, GEORGE	00:25	Comments			 

If no changes are required and you have more activities to enter for that day, click **Add Logsheet** to add another activity.

Record Direct Activities

After selecting a **Fieldwork Direct Service age group** from the Major Study menu, the Direct Service Activities **Skill** menu will appear.

After selecting a **Fieldwork Direct Service age group** from the Major Study menu, the Direct Service Activities **Skill** menu will appear.

If a treatment session addresses more than one disorder, choose the disorder that was the primary focus of the session. You cannot select two or more disorder categories.

The **Participation Level** menu will appear. Click on **Performed** to view the next menu.

Record the **Time Spent** completing the activity in Hours and Minutes and click **OK**. *All Direct Service Activities must be entered individually. Do not combine multiple sessions into one entry for the day.*

Time Spent

Back Next

Hours			Minutes			
00	01	02	00	05	10	15
03	04	05	20	25	30	35
06	07	08	40	45	50	55

00:20

Complete the **Comments** section to record the **Client's initials** for the session. You may also add any notes that will help your fieldwork supervisor to recall your activities to approve them at the end of the week. Click **Next** to save your comments. **Do not leave the comments box blank.**

Comments

Back Next

Client: JS

G

This will take you back to the **Daily Logsheet home page**. Review the information entered for accuracy. Click on the **paper/pencil icon** to edit the entry or the **trash can** to delete it if errors are noted.

Major Study 	Skill 	Participation Level 	Supervising SLP	Time	Comments	Approve Date	Approved By	Simulation
Fieldwork Direct Service	Treatment - Articulation and Intelligibility	Performed	BURNS, GEORGE	00:20	Comments			 
Fieldwork Indirect Service	Attend client, patient, or student team meetings (e.g., IEP, IFSP, patient rounds, or care conference) with supervising SLP in attendance	Performed	BURNS, GEORGE	00:25	Comments			 

If no changes are required and you have more activities to enter for that day, click **Add Logsheet** to add another activity.

Evaluations

Your site supervising SLP will evaluate your performance twice during the fieldwork experience, once at mid-term (end of week 4) and again upon completion of the fieldwork experience. The **Fieldwork Experience Speech-Language Pathology Assistant Student Evaluation** template will be used for both the mid-term and the final evaluation.

Your site supervising SLP will review the completed evaluation with you at mid-term and again at the end of the fieldwork experience. When completing the evaluation review, log into your Trajecs account and click on **Reports**. Choose **Completed Evaluations/Forms**

Reports

Site: Test Site From: 01/01/0001 Through: 12/18/2018 Score: D

[Time Totals \(Excel version\)](#) – Your total days attended, daily hour totals, time exception r.

[Skill Summary \(Excel version\)](#) – Summary from daily logsheets reporting number, partici procedure totals. Click on a date to view the individual exam.

[Daily Logsheets \(Summary\)](#)

[Pathologies](#) – A list of reported pathologies by procedure

[Evaluation Summaries](#) – Display grouped item form and evaluation scores and averages.

[Completed Evaluations/Forms](#) – View individual evaluation and form results and share th

Select **Fieldwork Experience Speech-Language Pathology Assistant Student Evaluation** Template. Click on the Evaluation that you want to view. It will be highlighted when you hover over it.

Legend:
 ✓ = Validated
 ✓ = Approved and no failure/score flags
 ✓ = Approved but at least one flag
 ✗ = Rejected, but no score flags fired
 ✗ = Rejected and score flags fail as well
 👁 = Viewed
 Score* (red asterisk) = Unread post-submission comments

Template: **Fieldwork Experience Speech-Lar** Evaluator: ADMIN, TEST Subject: STUDENT, TEST

Filters: From: Through: 12/18/2018 Display Point Sum Apply

Date	Evaluator	Subject	Score	Status	View
07/21/2015	ADMIN, TEST	STUDENT TEST (Test Site)	216	✓	
01/04/2016	ADMIN, TEST	STUDENT, TEST (Test Site)	243	✓	👁

This will open the evaluation in a new tab. Your site supervising SLP will discuss the scores and comments with you. When you have completed the evaluation review, click on **+Add comment** in the **Comments** box in the lower right-handcorner at the bottom of the page.

Legend:

#	Totals	Date	Evaluator	Subject	Site	Text Responses	Comments
1	216	07/21/2015	ADMIN, TEST	STUDENT, TEST	Test Site	Category: Speech-Language Pathology Assistant Student Fieldwork Experience Evaluation Enter ASHA/State License # at right: abc123 Category: Treatment Comments: Did good This evaluation was reviewed with the student on (date): 07/15/2015	Add Comment

Select **Student Signature...** from the dropdown menu of Evaluation Items.

Type your name and the date that you reviewed your evaluation with the SLP in the text box. Click **Add**.

Type your name in the Add Comment box to sign the evaluation indicating that your supervising SLP reviewed it with you.

After you have reviewed your evaluation, an **Eye** will appear in the third column from the right.

- [Time Exception](#)
- [Daily Logsheet](#)
- [Reports](#)
- [Send Email](#)
- [Comments](#)
- [Evaluations](#)
- [Logout](#)
- [Use Legacy App](#)

✓ = Validated
🟢 = Approved and no failure/score flags
🟡 = Approved but at least one flag
🔴 = Rejected, but no score flags fired
🚫 = Rejected and score flags fail as well
👁 = Viewed
Score* (red asterisk) = Unread post-submission comments

Template: Fieldwork Experience Speech-Lar | Evaluator: ADMIN, TEST | Subject: STUDENT, TEST

Filters: From: Through: 12/18/2018 | Display Point Sum: Apply

Date	Evaluator	Subject	Score	Status	👁	📄
07/21/2015	ADMIN, TEST	STUDENT, TEST (Test Site)	216	🟢		
01/04/2016	ADMIN, TEST	STUDENT, TEST (Test Site)	243	🟢	👁	

Your Site Supervising SLP will also log into Trajecsyst to sign the evaluation using the same steps outlined above. MTC faculty will review evaluations in Trajecsyst and record your grades in the course. You do not need to mail the evaluationsto MTC.

Reports

A variety of report types are available for you to review during fieldwork to track your total time at your fieldwork site, supervised direct and indirect service activity time totals, and your mid-term and final evaluations.

View Time Totals Reports

Time Totals reports summarize your total hours spent at the fieldwork site for a period of time. Select your **Site** from the dropdown menu and the start date (**From**) and end (**Through**) dates of the reporting period (e.g., fieldwork start date to current date, previous week). Click on **Time Totals**.

Reports

Site: Test Site From: 12/09/2018 Through: 12/15/2018 Score Calculation: Display Point A

Time Totals (Excel version) – Your total days attended, daily hour totals, time exception ratios.

Skill Summary (Excel version) – Summary from daily logsheets reporting number, participation levels, procedure totals. Click on a date to view the individual exam.

Daily Logsheets (Summary)

This will generate a detailed log and a summary report of **days worked, Time total, and Average Time** per day at your fieldwork site for the period specified.

Time Totals - Speech-Language Pathology Assistant Mitchell Technical Institute

Area: All areas
Site: Test Site
Time interval: From 12/9/2018
Through 12/15/2018
Report date: 12/18/2018 3:54:06 PM
Status key: A=Approved U=Unapproved ?=Unmatched D=Disapproved

STUDENT, TEST

Date ▼ ▲	Site ▼ ▲	Time	Type	Total Time	Exception	IPName	Location	Approved By	Status
12/10/2018	Test Site	0800			No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/10/2018	Test Site	1600		8:00	No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/11/2018	Test Site	0755			No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/11/2018	Test Site	1630		8:35	Forgot	206.176.95.130		JENNIFER SCHULTZ	A
12/12/2018	Test Site	0800			Met SLP at home visit site. No computer.	206.176.95.130		JENNIFER SCHULTZ	A
12/12/2018	Test Site	1700		9:00	Forgot	206.176.95.130		JENNIFER SCHULTZ	A
12/13/2018	Test Site	0000	IN		***Absent***, I was home with the flu.	206.176.95.130		JENNIFER SCHULTZ	A
12/13/2018	Test Site	0000	OUT		***Absent***, I was home with the flu.	206.176.95.130		JENNIFER SCHULTZ	A
12/14/2018	Test Site	0000	IN		***Absent***, Snow day - no school.	206.176.95.130		JENNIFER SCHULTZ	A
12/14/2018	Test Site	0000	OUT		***Absent***, Snow day - no school.	206.176.95.130		JENNIFER SCHULTZ	A

December 2018 time totals: 25:35

Total Days worked: 3
Time total: 25:35
Avg. Time: 8:31
Change Ratio: 10/10 = 100.0%

Your site supervising SLP will review your time records at least weekly to approve or disapprove your clock in and clockout times. Times that have been approved by the SLP will have the SLP's name in the **Approved By** column and **A** in the **Status** column. Those that have not been reviewed yet will have **U** in the Status column. Clock times that have been Disapproved will have **D** in the Status column.

Time Totals - Speech-Language Pathology Assistant Mitchell Technical Institute

Area: All areas
Site: Test Site
Time interval: From 12/9/2018
Through 12/15/2018
Report date: 12/18/2018 3:54:06 PM
Status key: A=Approved U=Unapproved ?=Unmatched D=Disapproved

STUDENT, TEST

Date ▼ ▲	Site ▼ ▲	Time	Type	Total Time	Exception	IPName	Location	Approved By	Status
12/10/2018	Test Site	0800			No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/10/2018	Test Site	1600		8:00	No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/11/2018	Test Site	0755			No Internet	206.176.95.130		JENNIFER SCHULTZ	A
12/11/2018	Test Site	1630		8:35	Forgot	206.176.95.130		JENNIFER SCHULTZ	A
12/12/2018	Test Site	0800			Met SLP at home visit site. No computer.	206.176.95.130		JENNIFER SCHULTZ	A
12/12/2018	Test Site	1700		9:00	Forgot	206.176.95.130		JENNIFER SCHULTZ	A
12/13/2018	Test Site	0000	IN		***Absent***, I was home with the flu.	206.176.95.130		JENNIFER SCHULTZ	A
12/13/2018	Test Site	0000	OUT		***Absent***, I was home with the flu.	206.176.95.130		JENNIFER SCHULTZ	A
12/14/2018	Test Site	0000	IN		***Absent***, Snow day - no school.	206.176.95.130		JENNIFER SCHULTZ	A
12/14/2018	Test Site	0000	OUT		***Absent***, Snow day - no school.	206.176.95.130		JENNIFER SCHULTZ	A

December 2018 time totals: 25:35

Total Days worked: 3
Time total: 25:35
Avg. Time: 8:31
Change Ratio: 10/10 = 100.0%

View Daily Logsheets Reports

Daily logsheet reports summarize your time spent in indirect and direct supervised clinical experience activities. Select your **Site** from the dropdown menu and the **from** (start) date and **Through** (end) date of the reporting period (e.g., fieldwork start date to current date, previous week). Click on **Daily Logsheets**.

[Home](#)
[Time Exception](#)
[Daily Logsheets](#)
[Reports](#)
[Send Email](#)
[Comments](#)
[Evaluations](#)

Reports

Site:
From:
Through:
Score Calculation:

[Time Totals \(Excel version\)](#) – Your total days attended, daily hour totals, time exception ratios.

[Skill Summary \(Excel version\)](#) – Summary from daily logsheets reporting number, participation levels, comp dates and repeated procedure totals. Click on a date to view the individual exam.

[Daily Logsheets \(Summary\)](#)

To view all supervised activities completed during the period you selected, choose **Details** at the top of the report page.

Student Daily Logsheets

[Details](#)
[Summary](#)

Area:
Site:
Student:

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval. From: To: Simulation: Review: ☐ Include deleted procedures [Apply Filter](#)

Printer friendly version Excel version PDF version

Date	Skill	Level	Employee	Time	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client: JS		
12/18/18	Fieldwork Indirect Service Clinical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...		

Your site supervising SLP will review your logsheets at least weekly to approve or disapprove your recorded activities. Activities that have been reviewed and **approved** by the SLP will have the SLP's name in green in the **Review** column for all activities that have been approved. Activities that were **disapproved** (not approved) will have the SLP's name in red in the **Review** column. You will need to meet with your site supervising SLP to find out why activities were disapproved.

Student Daily Logsheets

☒ Details ☐ Summary

Area: Site: Student:

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval. Simulation: Review: ☐ Include deleted procedures [Apply Filter](#)

From: To:

[Printer friendly version](#) [Excel version](#) [PDF version](#)

Date	Skill	Level	Employee	Time	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client: JS	12/18/18 JENNIFER SCHULTZ	
12/18/18	Fieldwork Indirect Service Clerical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...	12/18/18 JENNIFER SCHULTZ	
12/18/18	Obs-Upper Elementary Grades 3-5	Observed	BASS, ERNEST	00:25	fds		

All supervised service activities for a week must be entered in Trajecsys and approved by your site supervising SLP by Wednesday of the following week. Contact your SLPA 240 Course Instructor at MTC to make changes to any records that have already been approved or disapproved by your fieldwork supervising SLP.

To view a summary of indirect and direct clinical experiences for given period of time, select Summary at the top of the report page.

Student Daily Logsheets

☐ Details ☒ Summary

Area: Site: Student:

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval. Simulation: Review: ☐ Include deleted procedures [Apply Filter](#)

From: To:

[Printer friendly version](#) [Excel version](#) [PDF version](#)

Date	Skill	Level	Employee	Time	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client: JS		
12/18/18	Fieldwork Indirect Service Clerical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...		

Print Reports

To print a copy of a report, select **PDF version** to download it for printing.

Student Daily Logsheets

☒ Details ☐ Summary

Area: Site: Student:

Display summary for last days (leave blank for all time). Participation Level: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5

Display summary for date interval.

From: To:

Simulation Review

☐ Include deleted procedures

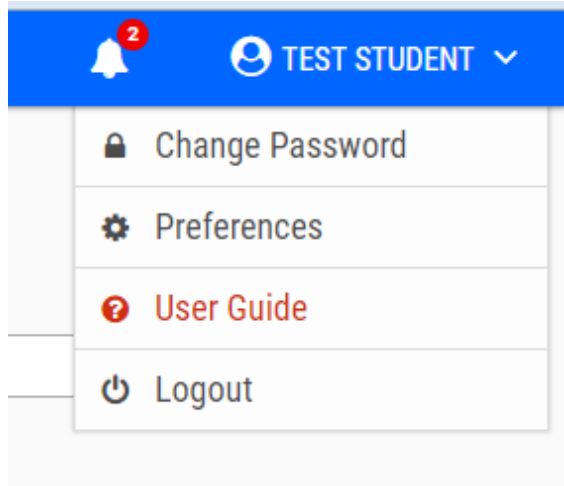
Apply Filter

[Printer friendly version](#) [Excel version](#) [PDF version](#)

Date	Skill	Level	Employee	Time	Comments	Review	#S
12/18/18	Fieldwork Direct Service-Preschool 3-5 years Articulation and Intelligibility	Performed	BASS, ERNEST	00:20	Client JS	12/18/18 JENNIFER SCHULTZ	
12/18/18	Fieldwork Indirect Service Clerical Tasks	Performed	BASS, ERNEST	00:50	10 AM Reviewed JK...	12/18/18 JENNIFER SCHULTZ	
10/20/18	Obs-Upper Elementary Grades 3-5	Observed	BASS, ERNEST	00:25	frs		

User Guide

Should either you or your fieldwork supervisor have trouble with Trajecsys, you can access the **User Guide** by selecting it from the dropdown menu in the upper right corner of your Trajecsys screen.



YOUR CAREER GOALS

State SLPA Credentials

Each state has their own requirements for employment as an SLPA. **You must meet state credentialing requirements before practicing as an SLPA.** It is your responsibility to ensure that you understand, meet, and maintain the licensure, certification, and/or registration requirements for the state where you work. To find information about a specific state's SLPA requirements, consult the [ASHA State-by-State](#) page. Select your state, then reference the **Support Personnel requirements** for that state. The state page will also provide links to laws **and rules for SLPAs** in that state. It is always best to consult your state's credentialing agency directly for specific requirements. Do not rely only on the information from the ASHA State-by-State page.

ASHA SLPA Certification

The American Speech-Language-Hearing Association (ASHA) offers certification for SLPAs. This is a voluntary, entry-level credential that indicates that you have demonstrated the clinical skills and knowledge to practice as an SLPA. While it is not required by most states or employers, we strongly encourage our graduates to obtain their C-SLPA credential from ASHA. By completing the SLPA program at Mitchell Tech, you have met the [degree, education, and clinical supervised experience requirements](#) and are qualified to take the national examination for the C-SLPA. All information needed to apply for the C-SLPA credential is available on ASHA's [About Assistants Certification](#) page.

Finding SLPA Employment

Most SLPA jobs are found in K-12 schools and private practice settings that provide early intervention services. There are many avenues available to find employment as an SLPA.

The Mitchell Tech [MyCareer Tools](#) page provides you with resume and cover letter tools in MyCareer Tools. Job Listings can be searched by program to see a list of current openings that have been shared with MTC. Filter the job listings by **Primary Academic Program(s) of Interest** and select **Speech-Language Pathology Assistant**. This tool will remain available to you following graduation.

The [SD Teacher Placement](#) site allows you to establish a teacher profile at no cost. When you create a profile as a **B-21 School Speech-Language Pathologist Assistant** you will receive an email each time an SLPA job is posted on the site. You can also search the site at any time to view SLPA and SLP openings. We often advise SLPA students and graduates to apply for posted SLP openings in schools as employers may also consider SLPAs for the positions they have available. Other states have similar teacher placement websites. An internet search for your state + teacher placement or teacher jobs will typically result in a state education department page with job opportunities in schools.

For employment outside of SD, there are many employment websites with SLPA openings. State education agency websites, [Indeed](#), [Glassdoor](#), [Sunbelt Staffing](#), and other websites frequently post SLPA positions.

Some general tips for finding employment as an SLPA include:

- Do not wait for an SLPA opening to be advertised. If you are interested in working for a specific employer, submit your cover letter and resume to them, even if they are not advertising openings. If they have your information on file, you may be the first person they call for an interview.
- Use your contacts. Reach out to the SLPs you have observed during your education and the SLP(s) who supervised your clinical fieldwork experience to request that they let you know of any openings that arise.

- Be patient. Many school SLPA job openings are posted during the summer months. Schools that are unable to fill an SLP position will often open a position to SLPAs as the school start date approaches.

Employment References

When applying for SLPA jobs, you will need professional references. Many times, students choose to list SLPA program instructors and/or the SLP(s) who supervised their fieldwork experience.

We will not provide information about you or your academic and clinical skills to anyone without your permission. Contact individuals who you would like to list as references individually to request permission to use them as a reference prior to listing them on your resume or an application form or providing their contact information to a potential employer.

When requesting a reference letter, provide the contact information needed to write and send the letter (name, position, organization, mailing address, email address). In most cases, your references will not provide a general/blanket reference letter directly to you to use for all employment requests. Employers vary in their system for checking references and may not use or accept reference letters directly from the applicant. If a potential employer will be contacting a reference by phone, provide advanced notice of a possible call to your reference so that they are prepared for the call.

Continuing Your Education

Following graduation, you may decide to continue your education in the field of speech-language pathology, either immediately, or after you have obtained some work experience as an SLPA. The next step in your education is to obtain a bachelor's degree in Speech-Language Pathology (SLP) or Communication Sciences and Disorders (CSD). There are many colleges and universities that offer undergraduate programs, either on-campus or online.

A bachelor's degree will allow you to apply to a graduate SLP degree program and may result in a pay increase in your SLPA career. To become a speech-language pathologist, you must obtain a master's degree in speech-language pathology. You can find information about bachelor's and master's degree programs in SLP on the [ASHA EdFind](#) page.

SLPA Coursework Transfer Credit

MTC maintains articulation agreements with colleges and universities listed on the MTC [Higher Ed Articulation](#) page. The AAS degree in Speech-Language Pathology Assistant from MTC will transfer to the University of South Dakota for 49 block transfer credits toward a bachelor's degree in Health Sciences, or 65 credits toward a bachelor's degree in Communication Sciences and Disorders. The AAS degree in Speech-Language Pathology Assistant from MTC will transfer to Columbia College (SC) for 59 credits toward a bachelor's degree in speech-language pathology.

The MTC SLPA program is designed to provide students with the knowledge and skills to perform the job of an SLPA rather than to prepare students to enter a program in communication sciences and disorders or speech-language pathology.

Other undergraduate Communication Sciences and Disorders programs may accept SLPA coursework for transfer credit toward an undergraduate degree. Students are encouraged to

maintain copies of SLPA course syllabi for undergraduate program faculty to review should they choose to continue their education in the field of communication sciences and disorders.

Mitchell Technical College

1800 E Spruce Street
Mitchell, South Dakota 57301
(605) 995-3025
(800) 684-1969
Fax: (605) 995-3067