



***Speech-Language Pathology
Program Student Intervention -
Clinical Education Support Plan
CESP
(CAA 4.3)***

Responsible Executive:	SPLP Program Director, Clinic Director
Responsible Office:	SPLP Administration
Originally Issued:	July 2023
Latest Revision:	N/A
Effective Date:	July 1, 2023

I. Policy Statement

This policy is designed to provide guidance related to the principles of student intervention.

II. Purpose of Policy

Policies and procedures for identifying the need for clinical intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the clinical components of the program.

III. Applicability

This policy applies to all Graduate Clinicians, Clinical Instructors, and faculty.

IV. Definitions

N/A

V. Policy Procedure

The Clinical Educational Support Plan, CESP, (Jumonville, 2015) is a method to support students who have not met the expectations of the program in clinical practicum for a variety of reasons including, but not limited to, evaluations, professional writing, clinical intervention, and personal and professional issues. A student who has a CESP has not triggered formal clinical remediation, but has challenges meeting specific areas of concern during the clinical education portion of the program.

A Clinical Education Support Plan (CESP) for SPLP 5076 may be triggered if:

- A score of 2 or lower is earned on the CALIPSO grading rubric for SPLP 5076 even if the average grade is above a C.
- Areas of concern are identified by SPLP faculty with a student's time management, professionalism, stress management, professional writing, and/or intervention.

The process for initiating the CESP is as follows:

1. Clinical Instructor(s) identify(ies) area(s) of concern in clinical practice that have been occurring consistently.
2. The Clinical Instructor holds a face-to-face meeting with the student to discuss the concerns and provide written and verbal feedback to address and improve upon the area(s) of identified need.

3. If there is a lack of improvement to meet the expectations of the clinical education of the program, the Clinical Instructor(s) will recommend to the student's Major Advisor to schedule a meeting to discuss the development and implementation of a CESP.
4. A meeting is held with the student, Major Advisor, Graduate Committee members, and the Clinical Instructor(s) who supervise the student.
5. A review of the area(s) of concern and the results of meetings to address the concern(s) are discussed with the student and the faculty who are present.
6. If it is determined by the faculty that a more specific plan is needed to address the area(s) of concern, then a CESP is developed with the student at that time.
7. During discussion with all who are present, the student takes notes regarding the strategies, methods, and suggestions specifically to address the concern(s).
8. The student is provided the CESP template. The student is directed by the Graduate Committee to develop objectives, strategies, and methods to improve upon the areas of concern.
9. The student sends a draft of the CESP to his/her Graduate Committee within one week of the meeting.
10. All of those present at the meeting review the CESP and provide written feedback including comments, suggestions, and implementation of strategies.
11. Any revisions required by the Graduate Committee are shared with the student and further changes (if any) are written on the CESP.
12. A final version of the CESP is submitted to the Graduate Committee and Clinical Instructor(s) for approval.
13. The student provides the Major Advisor with an updated CESP at the end of the semester to document progress.
14. The Major Advisor shares the CESP with the Graduate Committee and applicable faculty to determine if objectives are being addressed and met.
15. The student is provided written feedback about the updated CESP. If any areas are not showing improvement, the Major Advisor will discuss these areas and develop additional strategies in conjunction with the Graduate Committee and any other pertinent faculty.
16. If the area(s) of concern have been addressed and shown significant improvement, then the Major Advisor will inform the student that the objectives of the CESP have been met and no further updates are necessary.

VI. Enforcement

The Major Professor, all Clinical Instructors, and the Clinic Director are responsible for enforcement of this policy.

VII. Policy Management

The Major Professor, all Clinical Instructors, and the Clinic Director, are responsible for implementation and administration of this policy.

VIII. Exclusions

N/A

IX. Effective Date

July 1, 2023


X. Adoption

This policy is hereby adopted on this 1st day of July 2023.

Recommended for Approval by:

Approved by:


Holley Perry, Clinic Director


Dr. Judy A. Fellows, Program Director

XI. Appendices, References and Related Materials

This policy aligns with the University of Louisiana Monroe Speech-Language Pathology Graduate Student Handbook Academic Program Clinical Program Policies and Procedures.

<https://ulm.edu/slp/documents/slp-grad-student-handbook.pdf>

XII. Revision History

N/A

