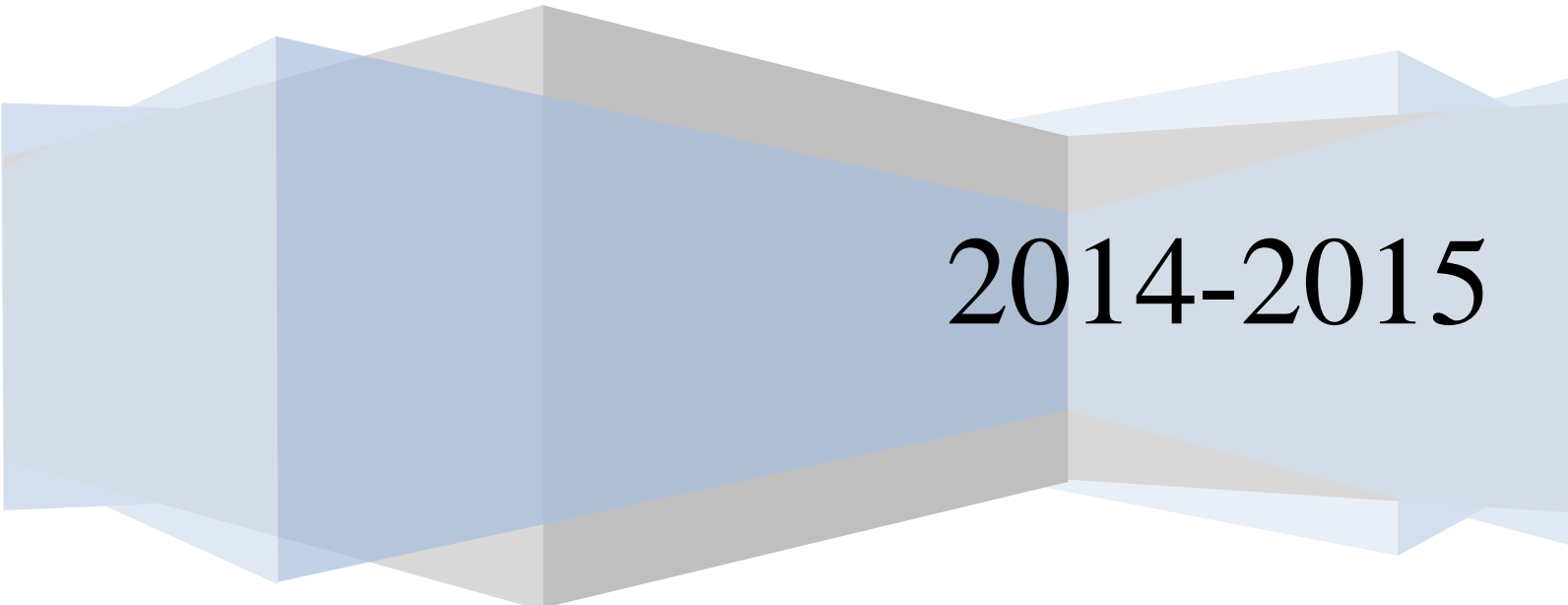


The Department of Communication Sciences and Disorders

**Graduate Student Handbook
Speech-Language Pathology
Academic Policies and Procedures**

Revised 7/14



2014-2015

I. ESSENTIAL FUNCTIONS

In addition to proven academic ability and other relevant personal characteristics, the M. S. in Speech-Language Pathology (SLP) Program expects all students to possess and be able to demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries. If you are uncertain about your abilities to meet these technical standards, please consult the Graduate Director of the SLP Program to discuss your individual situation.

Physical health: The student must possess the physical health and stamina needed to carry out the SLP Program. The student must be able to continuously sit/stand for several hours.

Intellectual skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate, and apply information and must have the intellectual ability to solve problems.

Motor skills: The student must have sufficient use of motor skills to carry out all necessary clinical procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer keyboard to operate clinical and laboratory equipment; and (3) access transportation to all clinical and academic placements.

Communication: The SLP student must have sufficient use of the sense of speech, hearing and vision, and the English language to communicate effectively with patients, faculty, staff, peers, and other health care professionals in both oral and written form, e.g., telecommunication, therapy plans, progress notes, diagnostic reports.

Sensory abilities: The student must have sufficient use of the sense of vision, hearing, touch, and smell to observe effectively in the classroom, laboratory, and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

Behavior qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, and responsible manner. The student must effectively manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. He/she must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance. The student must show respect for individuals of different age, ethnic background, religion, and/or sexual orientation. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student

must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the Code of Academic Conduct of the University of South Florida.

Each student must continue to meet all of the *Essential Functions* set forth above. A student may be denied permission to continue in the M.S. in SLP Program at the University of South Florida should the student fail at any time to demonstrate all the required *Essential Functions*.

SLP PROFESSIONAL STANDARDS STATEMENT

In addition to Knowledge and Skills Acquisition (KASA) Standards required by ASHA for application for the Certificate of Clinical Competence (CCC), the Department of Communication Sciences and Disorders at the University of South Florida requires graduate students in Speech-Language Pathology to adhere to the SLP Professional Standards Statement. KASA standards and USF-Speech-Language-Hearing Clinic (USF-SLHC) Professional Standards reflect competencies needed by entry-level professionals and, therefore, demonstration of compliance is necessary throughout the program of study. In addition, compliance is necessary to achieve success in the workplace, to meet the expectations of employers, and to competently practice the profession. Accordingly, the standards require that students comply with the policies and procedures outlined in the University of South Florida graduate student catalog, graduate student handbook, and the CSD graduate student handbook.

II. CONDITIONAL ADMISSION

Students who do not meet the admissions criteria can be admitted conditionally. To become fully admitted, the student must complete a full-time courseload (usually 12 hours) with an overall GPA of 3.0 and no more than one C grade. Two Cs will result in dismissal from the program. When the student meets these criteria, then they will be considered fully admitted.

III. ACADEMIC ADVISING

A. TAMPA CAMPUS STUDENTS

Core courses and Practicum assignments are scheduled to insure proper coursework is completed prior to or at the same time as the clinical experience. Elective choices will be made during the first semester. If there is a need to make an adjustment to the scheduling of the Core or elective courses, you must see the Director of the Graduate Program in Speech-Language Pathology or the Clinical Director. Students **CANNOT** make adjustments to the scheduling of CORE courses without authorization from the Program Director. All advising related to the clinical portion of the programs is completed by the Clinic Director. Students **CANNOT** make adjustments to the scheduling of PRACTICUM courses without authorization from the Clinic Director. The Graduate Program Assistant will automatically permit the student each semester.

Students will be assigned advisors at the beginning of the program. These advisors are available to meet individually with a student as needed. These program advisors also will visit the individual practicum meetings, at least once a semester, to provide students with essential departmental information and to answer any questions they may have.

B. SUNCOAST CONSORTIUM STUDENTS

This program is specifically designed to assist professionals working in one of the school districts in the Suncoast Consortium to complete their Master's degree using a combination of distance and on-site teaching technologies. A limited number of students will be admitted every year and these students will progress through the program as a cohort. As a consequence, all course selections and practicum assignments will be made by the Director of this program.

Like the students on the Tampa campus, the academic program assistant will automatically permit students into the appropriate courses and practica each semester. If there is a need to make an adjustment to the scheduling of your courses, you must discuss it with the Program Director. Students **CANNOT** make adjustments to the scheduling of their courses or practica without authorization from the Program Director.

IV. GRADUATE ASSISTANTSHIPS

Graduate assistants are competitively assigned during the admission process. Periods of assignment are generally from early August to mid-May of each year, with summer assignments made separately. No guarantee of summer assistantships will be made until late Spring of each year. Graduate assistants are required to work 10 hours per week, for a total of 390 hours from the beginning of the Fall semester to the end of the Spring semester. Assistantships will carry over into the second year of study provided that the graduate student receives a satisfactory rating on their performance evaluation conducted at the end of the first year.

V. PROGRAM REQUIREMENTS

A. THESIS OPTION

To complete the Master's degree, graduate students in Speech-Language Pathology may elect to write a thesis. A thesis requires the design of a research project with data collection/analysis or analysis of an existing dataset, an appropriate written document and an oral defense. The completion of a thesis develops research, writing, and knowledge within a specialized area of study. It is an outstanding addition to a professional resume. A student who elects to complete a thesis will work with their thesis advisor to develop a course of study and clinical work that will provide the student with time to complete the thesis and the necessary KASA standards. A thesis student will typically take a partial Advanced Practicum (i.e., 3 hours instead of 6 hours) and one

elective in addition to their 9 research credits. This way the thesis student takes the same number of hours (i.e., 62 hours) as the non-thesis student to graduate.

The thesis is a highly individualized learning process that requires independent effort from the student, guided by the faculty members of the thesis committee. Students develop the ability to bring together numerous facets of the knowledge and skills gained in graduate study and direct them toward the solution of a particular problem. Students who elect to complete a thesis as a part of their graduate program must be in good academic standing and demonstrate adequate research and writing skills. The student selects a faculty member to chair the thesis and obtains permission from that individual to select two other committee members to serve on the committee.

Thesis committee members are typically faculty members within the Department of Communication Sciences and Disorders. The chair typically has a PhD and has been approved by the Department Chair to be able to serve in this capacity. The chair and at least one committee member must be from the Department of Communication Sciences and Disorders. The committee may be larger than three and additional members may be added from outside or inside the Department. Individuals from outside of the department must submit a curriculum vita to the Department Chair in order to be approved to serve as affiliate graduate faculty. The student usually assembles this committee and submits the necessary thesis committee form to the departmental Graduate Program Assistant prior to the initiation of their research project. (<http://www.cbcs.usf.edu/CurrentStudents/GradForms.cfm>).

Students who are interested in writing a thesis should enroll in 1 credit of Directed Research (SPA 6910) during their first semester's work on their thesis. This enables the student to work closely with the thesis advisor to plan and explore the thesis topic. Furthermore, it enables the faculty to evaluate and advise the student as to his/her potential for successful completion of the thesis. In the following semester, the student begins thesis work officially by enrolling in Thesis credits (SPA 6971). Students must complete at least 8 additional hours of thesis credit; however, enrollment may occur over several semesters. The Graduate School requires that a student must register for at least 2 credits for each semester the student is enrolled in thesis. Also, once registered for thesis, the written project must be completed and accepted by the Graduate School prior to graduation. Students may not withdraw from enrollment in thesis credits beyond the drop deadlines. Each student who is working on a thesis should consult the Graduate Studies website for deadlines, writing information (<http://www.grad.usf.edu/ETD-res-main.php>) and the required thesis defense form (ETD Certificate of Approval) (<http://www.grad.usf.edu/student-forms.php>).

Guidelines for the Thesis Process

- I. Student indicates an interest in doing a thesis
 - a. The advisor should suggest that the student take their Directed Research hour with their mentor to develop the thesis idea.

- b. Student should select a thesis committee
 - i. Should consist of three members
 - 1. The Chair should be a PhD faculty member in CSD.
 - 2. The other members can be other academic or clinical faculty within CSD with research experience, University faculty members from other departments, or outside personnel who have at least a Master's degree in an appropriate field and are eligible for Graduate Faculty status.

- II. Project Development
 - a. Each thesis student should prepare a prospectus prior to the initiation of data collection.
 - b. The prospectus should consist of a Literature Review that provides the background for the project and a detailed Method section.
 - c. The student should also apply for IRB approval, if necessary.

- III. Data Collection and Analysis
 - a. The student works with their major professor and other pertinent faculty to complete data collection and analysis.
 - b. The student prepares their thesis for presentation to the committee.

- IV. Defense
 - a. The thesis defense must be attended by 3 faculty members. If one committee member cannot attend, then a substitute committee member should be recruited.
 - b. The defense date should be advertised so that interested parties may attend.
 - c. The Defense must be completed prior to submission of the final copy of the Thesis to ProQuest. Mentors should allow sufficient time for the student to make any necessary corrections prior to final submission to the ProQuest.

- V. Registration Requirements
 - a. The student should register for a minimum of 2 credits with their major professor each semester that they are working on their thesis for a minimum of 9 hours of thesis (and directed research) credit over the course of their Master's program.
 - b. The student must be registered for a minimum of 2 credits in the semester in which they intend to graduate (i.e., submission of the final copy of their thesis)

- VI. Submission
 - a. The thesis must be submitted electronically to ProQuest.
 - b. Thesis students must attend an ETD workshop one semester prior to thesis submission (<http://www.grad.usf.edu/ETD-res-main.php>).

B. EXAMINATION

All graduate students are required to pass the departmental comprehensive examination prior to graduation. This requirement will be waived if the student successfully passes the PRAXIS Examination in Speech-Language Pathology prior to their date of graduation. These examinations are offered several times each month (<http://www.ets.org/praxis>, for test dates). It is the student's responsibility to determine when sufficient coursework has been taken to attempt this examination; however, under no circumstances should the examination be taken during the first semester of graduate study. Furthermore, sufficient time must be allowed following the examination date for the Department to officially receive the student's test results. The student should anticipate that receipt of test results requires at least **4 weeks**. For this reason, many students elect to complete this examination during the semester prior to the term in which graduation is anticipated. At the time of the examination, students should request that a copy of their test results be sent directly to the Department. If such a request is not made, the Department cannot confirm that this graduation requirement has been met. If a student should not pass the PRAXIS, he/she must contact the Graduate Program Director to discuss their options to insure an on-time graduation.

Students must pass the departmental written comprehensive examination in lieu of the PRAXIS, when they have not successfully passed the PRAXIS exam in Speech-Language Pathology prior to the time of their graduation and when it will not be offered again with sufficient time to receive test results. This exam is objective in nature and basically is a review of all material covered during graduate study. A student should meet with the Graduate Program Director to receive instructions on how to prepare for this test and to set a date for the examination.

VI. GRADUATION REQUIREMENTS

Graduation is not an automatic process that occurs as a result of completing your final course or practicum assignment. It is the student's responsibility to initiate the process by completing the "Application for Graduation" form that is available online through OASIS. When you are ready to complete the form, login to OASIS using your Net ID and self-assigned password, then click on the Student menu and select **Apply for Graduation**. At this time, you will complete the "Application for Graduation" and the graduation survey. This process must be the assigned date in the semester in which you plan to graduate (usually within the first 15 days of the semester). This date is set each semester by the Registrar's Office. The Graduate Program Assistant will send out an email reminding graduating students to apply for graduation, but the student is also responsible for checking the important dates on the Registrar's website. If the student does not complete the "Application for Graduation" within the prescribed time limit, he/she cannot graduate

At the beginning of the last semester, the student must also schedule an appointment with the Graduate Program Assistant within 4-5 weeks prior to graduation to assure that

the Graduate Program contract and the Certification for Graduation form have been completed. Any course or practicum discrepancies must be resolved prior to certification for graduation. It is the **student's responsibility** to work with the Academic Graduate Program Assistant and the Graduate Program Director to solve any discrepancies. All of the preceding steps are essential and must be completed to be assured of graduating on the date anticipated. If any problems develop regarding eligibility for graduation, the student will receive a notice, by mail, of ineligibility to graduate. The student will retain that standing until after the beginning of the following term.

VII. COURSE REQUIREMENTS

A. ACADEMIC COURSEWORK

Specific course requirements for the graduate program in SLP are listed in the Graduate School Catalog in the College of Behavioral and Community Sciences section. The following table lists the department's academic requirements in SLP.

<u>CORE REQUIREMENTS</u> (29 hours required)		<u>CR</u>	<u>SEM</u>	<u>GRADE</u>
SPA 5204	Advanced Clinical Phonology	3	_____	_____
SPA 5403	Lang. Lrng in School-Age Years	3	_____	_____
SPA 5552	Diagnostic Principles and Practices	3	_____	_____
SPA 6211	Advanced Vocal Disorders	3	_____	_____
SPA 6222	Advanced Fluency Disorders	3	_____	_____
SPA 6410	Aphasia	3	_____	_____
SPA 6559	Augmentative & Alternative Comm	3	_____	_____
SPA 6565	Dysphagia	3	_____	_____
SPA 6571	Ethical Practice Issues in CSD	2	_____	_____
SPA 6805	Research Procedures in CSD	3	_____	_____

ELECTIVES (min. 9 cr. required). Select 3 courses from those listed below.

		<u>CR</u>	<u>SEM</u>	<u>GRADE</u>
SPA 6232	Neuromotor Disorders of Speech	3	_____	_____
SPA 6322	Aural Rehabilitation: Children**	3	_____	_____
SPA 6401	Pediatric Language Disorders	3	_____	_____
SPA 6403	Language Learning Disabilities	3	_____	_____
SPA 6473	Multicultural Diffs in Language Use	3	_____	_____
SPA 6564	Seminar in Aging, Cognition, & Comm	3	_____	_____

**If not completed at UG level with B- or better, must be taken at the graduate level.

<u>THESIS</u> (minimum 9 hours required)		<u>CR</u>	<u>SEM</u>	<u>GRADE</u>
SPA 6910	Directed Research	1	_____	_____
SPA 6971	Thesis	8 (min)	_____	_____

All students must earn a "B-" or better in each graduate course. Failure to do so will require that the student repeat the course. Grade forgiveness may not be used at the graduate level. Any student who earns a "C+" or less in two courses will be dismissed from the program by the Department.

B. PLAN OF STUDY

The development of each student's **Plan of Study** involves two steps and is based on the student's academic background, initial clinical experiences, and interests.

Step 1 occurs upon entry into the program. Students are assigned to an **Initial Plan of Study (IPS)** which specifies the sequence for completing the first three semesters of required core academic coursework and clinical practica (Fall, Spring, Summer) A sample IPS sequence is shown below:

Sample IPS								
Semester 1 Fall (12 credits)			Semester 2 Spring (12 credits)			Semester 3 Summer (8 credits)		
SPA 5204	Adv Clin Phon	3-cr	SPA 6565	Dysphagia	3-cr	SPA 6211	Adv. Vocal Dis	3-cr
SPA 5403	Lang Lng	3-cr	SPA 6225	Adv. Fluency Dis	3-cr.	SPA 6805	Res Methods	3 cr
SPA 5552	Dx Prin & Prac	3-cr.	SPA 6410	Aphasia	3-cr	SPA 6505	Clinic III	2-cr.
SPA 6505	Clinic I	3-cr	SPA 6505	Clinic II	3-cr.	Specialty Practicum		
Language-Phonology			Voice, Fluency, Neurogenics					

Step 2 occurs in the Spring semester of Year1. An **Advanced Plan of Study (APS)**, specifying the sequence for completing *the remaining required core academic coursework and elective courses* in Semesters 4-6 and the *clinical practica* for Year 2 (Advanced Practicum, Externship I and Externship II), is developed for each student.

Late in the first semester, the MS-SLP Graduate Program Director will request that the students rank their preferences for the *elective course options*. Students who have not completed an undergraduate course in Aural Rehabilitation will be required to complete the appropriate coursework as an elective during Semester 3. In addition to considering student elective preferences, the completion of remaining *core academic requirements* and assignment of students to second year clinical practica are determinants of the APS. A sample APS and Tentative Schedule of Elective Courses are listed below.

Sample APS								
Semester 4 Fall (11-cr)			Semester 5 Spring (12-cr)			Semester 6 Summer (9-cr)		
SPA xxxx	Elective 1	3-cr.	SPA 6559	AAC	3-cr.	SPA xxxx	Elective 3	3-cr
SPA 6571	Ethic Prac	2-cr.	SPA xxxx	Elective 2	3-cr	SPA 6505	Extern II	6-cr
SPA 6505	Extern I	6-cr.	SPA 6505	Adv. Prac.	6-cr			

TENTATIVE SCHEDULE OF ELECTIVE COURSES								
Semester 4			Semester 5			Semester 6		
SPA 6401	Ped. Lang. Dis.		SPA 6903	Medical SLP		SPA 6322	Neuromotor	
SPA 6564	Aging, Cog, Comm		SPA 6573	Bilingualism		SPA 6403	Lang Learn Dis	
*Or approved SAS course			SPA 6930	Cued Speech		SPA 6930	Special Topics	
SPA 7931	PhD Seminar		SPA 7931	PhD Seminar		SPA 6322	AR:Child	

Modifications to Plans of Study (to either the **IPS** or **APS**) may delay graduation within the typical 6-semester program, when enrolled full-time. Whether the modification is initiated by the faculty or at the request of the student, **all changes must be approved by the MS-SLP Graduate Program Director. Any changes to the clinical practica sequence must be approved by the SLP Clinic Director prior to the final approval of the Plan of Study Modification by the Clinic Director.**

C. CLINICAL COURSEWORK (24 credits)

Students must obtain a minimum of 400 clinical clock hours to complete the graduate program. Of these, a minimum of 375 clock hours must be in direct client/patient contact and 25 hours in clinical observation. Up to 50 clock hours at the undergraduate level **may be** applied toward the minimum of 400 clock hours required. The number of hours accepted by the Department will be determined by the Clinic Director.

1. Client Assignments

Assignments for each practicum (and estimated hours) include the following:

Practicum – Clinic I,II,III & IV	Credit Hours	Assignment/ Min. Clock Hours
Voice/Fluency/Neurogenic	3	2 individual clients, or 1 individual with group, minimum of 2 evaluations and 2 screenings. Approx. 40 clock hours.
Language/Phonology	3	2 individual clients, or 1 individual with group, minimum of 2 evaluations and 2 screenings. Approx. 40 clock hours.
Specialty Clinic	2	Summer sessions. Approximately 40 hours. Individual clients and/or specialty clinics (preschool, social skills, fluency, literacy, aphasia, memory, adult book clubs, voice, etc.)
Advanced Practicum	4	Tx and Dx; group and/or individual clients and other clinical activities for a total of 16 hours a week; some opportunities for off-campus placement; approx. 75 clock hours.
Off-Campus Placements	Credit Hours	Assignment
Externship I	6	Variable (min. 16 hrs/week) for 12 weeks; approx. 85-100+ clock hrs.
Externship II	6	Variable (min. 16 hrs/week) for 12 weeks; approx. 85-100+ clock hrs.

*Students will be required to observe sessions periodically throughout the semester.

There will be some variability in clock hours due to the length of each semester and the variability in client assignments. In addition to the above clock hours and estimated

preparation time per week, students will meet with their supervisor and/or clinic group each week. Before finalizing your semester schedule, please check with individual practicum supervisor.

Procedures for each practicum are subject to change for a variety of reasons, including availability and presenting diagnosis of clients. Please refer to the most current syllabus for each practicum to insure that procedures are being followed.

One Externship may be a V.A. or other traineeship. If the traineeship spans two semesters, the student will enroll for 6 credit hours each term and attend Externship meetings during one term.

Be aware of opportunities to earn clinical clock hours through screenings, extra clinical assignments, and/or specialty practicum. Periodically, opportunities for screenings are posted in the student room. This opportunity is available to on-campus students only. **It is the student's responsibility, with departmental assistance, to compile a minimum of 400 clock hours during his/her academic career.**

2. Grades

Any grade less than a B- is considered unsuccessful completion of the practicum and demonstration of lack of clinical competence; therefore clock hours will not be awarded. Students who earn a C+ or lower must repeat the practicum. Failure to complete a practicum successfully may likely result in a delay in further practicum assignments. The student must meet with the Clinic Director to reschedule all remaining practica.

3. Incompletes

An incomplete in a practicum must be resolved to the satisfaction of the clinical instructor(s) or the student may not be eligible for subsequent practica.

4. Evaluations

Students receive a midterm and final evaluation in writing. The evaluation will be completed on the SLP Clinical Grading Form. A detailed explanation of each category is included on the SLP Clinical Grading Form. Students are also asked to evaluate the USF clinical instructors via the clinical assessment of instruction. This evaluation will be completed at the end of each semester. **Do not** complete the evaluations in the presence of the clinical instructor.

5. Clinical Assistance Program

The purpose of the Clinical Assistance Program (CAP) is to provide extra clinical supervisory support to those students identified by their supervisors as needing extra assistance.

The following CAP procedures will be implemented.

1. Initial identification of an at-risk student should occur and be officially documented by or before the clinic midterm evaluation week of the designated semester.
2. Criteria for initiating a CAP include the following, but may not be limited to a score less than 3.1 (below a grade of B-) in any of the 5 skill areas assessed (INTERACTION AND PERSONAL QUALITIES, ADMINISTRATIVE/ WRITING FUNCTIONS, EVALUATION, INTERVENTION, ETHICAL CONDUCT/CLINICAL PROBLEM- SOLVING), as indicated by the appropriate USF-SLHC Session Evaluation Forms and/or Mid-Term Evaluation Form.
3. The clinician will be notified in writing, via the Clinical Assistance Form (CAF) by the primary CAP supervisor.
 - a. The clinician and supervisor(s) are required to sign and date the CAF.
 - b. The date indicated on the CAF becomes the official **start date** for any CAP.
 - c. A copy of the CAF will be forwarded to the Clinic Director and the Practicum Coordinator. The Clinic Director will attend the Clinical Intervention Plan (CIP) Conference to establish the criteria for successful completion. The CAP Supervisor(s) and/or the student may also ask the Practicum Coordinator to attend the meeting.
4. An individualized Clinical Intervention Plan (CIP) Conference will be scheduled to establish the CAP criteria. The criteria for a CAP must include the following, but may not be limited to:
 - a. Specific skill areas targeted for intervention, e.g., Dx or Tx.
 - b. Documented specific competencies to be developed within each skill area.
 - c. Cooperative development of specifically targeted competencies.
 - d. Documentation of whether or not the criteria for each competency was met, utilizing the CAP coding system (see CAP legend) by the CAP Supervisor.
5. Criteria for Completion of a CAP. Completed criteria must reflect a + (met criterion) in each competency goal and a competency rating of greater than or equal to 3.1 (B-) in each of the applicable areas. Any student failing to meet this criterion may:
 - a. Receive a grade of "C" or lower in the designated practicum.
 - b. Be required to repeat the designated practicum.

- c. Be counseled by the CAP Supervisor, Clinic Director, and/or the appropriate Academic Program Director, regarding future options. The Practicum Coordinator may also be consulted.

6. Failing Student Policy

If a student earns a “C” or less in a practicum, the student must register for and repeat that practicum the next semester.

- A CAP will be developed in consultation with the supervisor, clinic director, and student at the end of the semester in which the student received a C. Once agreed upon, the student will complete this CAP under the direction of a new supervisor within the same practicum during the next semester. Only one practicum will be taken during any semester, so the student's graduation date will be delayed by one semester.
- If the CAP is not completed successfully in the retake of the practicum, it will be considered the student's 2nd “C” and the student will be dismissed from the program.
- If the C in practicum is obtained during the Spring semester, the Clinic Director will assign the student to an appropriate Summer Specialty Clinic. The student will then retake the practicum in which they received a C grade, in the Fall of the second year. This will delay graduation by one semester.
- Under no circumstance should a single practicum be conducted over two semesters.
- ASHA clock hours should **normally** be awarded ONLY for the semester in which the student completes the practicum with a passing grade and successfully passes the CAP. However, there may be circumstances when some ASHA hours could be awarded to a student with a “C” grade. In these instances, the hours will count at the discretion of the supervisor and Clinic Director.
- Areas that are not passed with a “B-“or better are not considered areas of competence.

VIII. DOCUMENTATION OF CLINICAL EXPERIENCES

A. Documentation of Clock Hours

At the end of each semester of clinic at the SLHC, students are responsible for totaling the number of client/patient contact hours completed during the semester, reviewing the contact hours with the supervisor and recording them in Typhon (<http://www.typhongroup.net/usf/>). Instructions will be provided by the supervisor and Clinic Program Assistant. **Report clock hours in actual time, NOT rounding to the nearest quarter hour.** Once the supervisor has reviewed and accepted the hours, the supervisor will approve the hours electronically. The Clinic Program Assistant will print a

clock hour summary each semester and place it in the student's mailbox. Students should keep these records in a secure place.

At the end of each semester in off-campus placements for Clinic IV and Externships, students are responsible for totaling the number of client/patient contact hours completed during the semester and recording them in Typhon. **Please consult with your off campus supervisor and/or externship supervisor on the schedule for approving hours (weekly, monthly, end of semester). Report clock hours in actual time, NOT rounding to the nearest quarter hour.** It is the student's responsibility to keep accurate track of the hours. Any discrepancies in hours may result in non-approval of hours by a supervisor.

B. State Licensure Requirements

Due to the current difference in documentation required by state licensure boards and ASHA, the Department continues to document both clock hours and competencies demonstrated in clinical experiences. Clock hours include direct client/patient contact and will also include related experiences which may not be direct client/patient contact. Students are responsible for identifying the specific licensure requirements of the state or states in which they seek employment after completion of program requirements.

IX. CLINICAL SUPERVISION

The minimum percent of direct supervision required by USF CSD is 25% for treatment and 50% for diagnostics. The level of supervision is commensurate with the student's abilities and experience. The supervisor will adjust the level needed as the semester progresses for each practicum. Supervisors and students are jointly responsible for compliance with this requirement. Students **MAY NOT** engage in therapy or diagnostics if their supervisor is not present unless the supervisor has arranged in advance for a substitute. In the event of an emergency, see the Clinic Director for assistance.

Supervisors will provide students with verbal and written feedback on clinical sessions. The feedback form provides a section for students to make comments on the feedback received. The student should write any comments regarding their feedback and then return the form to the Supervisor for further discussion.

X. EXTERNSHIP PROCEDURES

During the first three weeks of the term prior to the intended externship, students must attend the **required** orientation meeting to obtain a student packet for externships from the Externship Coordinator. Check the bulletin board in the student workroom or announcements on the Department's Canvas site for notices of the date and time of the meeting. **In order to be eligible for an externship, the student must attend the meeting, must be in good academic standing, and must have successfully completed all in-house practica.** If there is a class conflict, please schedule an

appointment with the Coordinator. Within the three days after the Externship meeting, students should verify the accuracy of their clinical hours in Typhon. After that date, the Clinical Program Assistant will print each student's hour sheet and submit it to the Externship Coordinator. Students must complete the application included in the Externship packet by listing all courses and practica completed, the term taken, grade achieved, or term course will be taken. Choose two possible sites. Check the ring binders in the Student Room (PCD 2031) for information about sites used in the past. The sites with current Memoranda of Agreement are listed in the packet. Other sites may be considered, but must have a Memorandum of Agreement completed before the site can be approved for externship (see Externship Coordinator for more information concerning procedures to establish a Memorandum of Agreement). **Students must not contact externship sites unless directed to do so by the Externship Coordinator.**

When the application is completed and approved by the Externship Coordinator, the application will be returned to the student with a memo stating that it has been approved, and to arrange an interview with the site(s). Students are to make the appropriate number of copies of the application and schedule an appointment with each approved site. Be prompt and present a professional appearance for the interview. Be sure to give the interviewer the application.

When both student and Externship Supervisor are in agreement, the Externship Placement Approval form is then signed by the student, the Clinic Director, the Graduate Director of the Speech-Language Pathology Program, the Externship Coordinator, and the Externship Supervisor. The original is placed in the student's permanent file, one copy is given to the student, and the other copy is kept by the Externship Coordinator Director. Students are required to be at the externship site a minimum of 16 hours a week for 12 weeks or the equivalent.

XI. TRAINEESHIPS

The Tampa Bay community offers several traineeships in speech-language pathology to graduate students at USF. An application for the traineeship may be obtained from the Externship Coordinator who will explain the procedures. Any student holding a graduate assistantship must submit his/her resignation upon taking a paid traineeship. It is the policy of the Department that no student may complete a graduate assistantship and a paid traineeship simultaneously.

XII. KNOWLEDGE AND SKILLS ACQUISITION (KASA)

In 2005, ASHA moved to a competency-based system of assessment, known as the Knowledge and Skills Acquisition (KASA). In this system, the student is evaluated on a series of described competencies that reflect a broad knowledge base in both the academic and clinical aspects of speech-language pathology. All departmental syllabi contain information on what KASA standards will be met with the completion of the

course. In addition, instructors will specify minimum competency levels that are needed to meet course standards. Since this is a competency-based system, it is possible to pass a course while still needing work on certain material or skills that were targeted in that course. It is the responsibility of the instructor to notify the student of any failed KASA competencies and the instructor will work with the student to devise a remediation plan. This plan should be written up and placed in the student's folder and should be signed by the instructor and student when competencies have been met.

In situations where a student fails to meet KASA competencies, either in an academic or a clinical course, the Graduate Program Director is notified and in the latter situation, the Clinic Director is notified. Individualized plans are then developed, with consultation among appropriate faculty members, area and clinic directors, and the student. Remediation for the academic course competencies typically involves independent study and remediation for the clinical course competencies typically involves additional supervised clinical experience.

XIII. CODE OF ETHICS

All students must read and confirm that they have read the Code of Ethics of the American Speech-Language-Hearing Association. The Code is available on the Communication Sciences and Disorders Canvas site in the Speech-Language Pathology section and on the ASHA website (www.asha.org). As part of the initial practicum, students will be required to demonstrate their knowledge of the Code and agree to adhere to the Code.

XIV. ACADEMIC HONESTY

The USF policy on Academic Integrity and Academic Dishonesty will be followed in all courses within this Department. It can be found in the USF Graduate Catalog. Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty and will result in an automatic grade of "F" for the course.

XV. PROFESSIONAL ORGANIZATIONS

A. NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION NSSLHA USF Chapter

What is NSSLHA? NSSLHA is a student professional organization for undergraduate and graduate students interested in human communication sciences and disorders. NSSLHA is a national organization with local chapters at universities and colleges. NSSLHA is the student branch of the American Speech-Language-Hearing Association (ASHA). Why Join? There are many reasons to join NSSLHA both at the national and the local level.

As a member of NSSLHA, you will receive access to these fine ASHA publications:

American Journal of Speech-Language: A Journal of Clinical Practice
American Journal of Audiology: Clinical Practice
Journal of Speech, Language and Hearing Research
Language, Speech and Hearing Services in the Schools
ASHA Leader
Contemporary Issues in Communicative Science and Disorders (the NSSLHA Journal)

As a NSSLHA member you will be eligible for reduced fees at ASHA conferences and conventions. NSSLHA members are also eligible for a discount on their first year ASHA dues. At the national level, NSSLHA dues are \$60.00 per year. Applications for NSSLHA are available through the USF Chapter on online at <http://www.asha.org/members/nsslha/>.

At the local level, the USF chapter offers students the chance to meet with each other and discuss the program, the courses and the opportunities available in the field of communication sciences and disorders. Undergraduates have an opportunity to meet with upper level and graduate students who have experience with the courses and the instructors. Bimonthly program meetings are planned to present topics of interest to students at all levels and are open to all students within the university. Suggestions for meeting topics come from NSSLHA members. Other activities include fund raising, public relations, and social functions. Become a part of a growing number of students who are finding that involvement in NSSLHA leads to a fuller appreciation of the profession and a greater awareness of the issues affecting the field. USF Chapter dues are set annually. Mailboxes and lockers are available in the Student Workroom (PCD 2031) to members at a nominal charge. For further information regarding the USF Chapter of NSSLHA and membership application, contact your NSSLHA officers or the NSSLHA sponsor.

B. COMMUNICATION SCIENCES AND DISORDERS (CSD) ALUMNI GROUP

The Department has organized a society of the USF Alumni Association. Our alumni group has a Facebook page for members to find classmates and meet new alums. To join the USF Alumni Association, please contact the Alumni Office at 974-4380.

C. CAREER RESOURCE CENTER

USF offers a service to students to assist in career placement and planning. The **Career Resource Center** (CRC) may assist undergraduates and graduates with such tasks as job search strategies, resume writing, and interview skills. Individual appointments are available and group presentations are also available by calling 974-2171.

The CRC is located in the Student Services Building, Room 2088 and the office hours are 8:00 A.M. to 4:00 P.M. An updated recruiting list is available 24 hours a day by calling 974-2200. In addition to coordinating placement activities, the CRC staff presents various job search mini-classes. The Center also holds various special events throughout the year such as a Graduate/Professional Day.

XVI. CERTIFICATION AND LICENSING

A. NATIONAL CERTIFICATION

The American Speech-Language-Hearing Association issues Certificates of Clinical Competence to individuals who present satisfactory evidence of their ability to provide independent clinical services to persons who have disorders of communication (speech, language, and/or hearing). An individual who meets these requirements may be awarded a Certificate of Clinical Competency (CCC) in Speech-Language Pathology or in Audiology, depending upon the emphasis of preparation; a person who meets the requirements in both professional areas may be awarded dual Certification.

The M.S. degree in Speech-Language Pathology offered by the Department of Communication Sciences and Disorders is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association, and as such adheres to the standards set forth in the ASHA Code of Ethics. All of the programs of study within the Department are structured to prepare graduates to meet the Knowledge and Skills Acquisition (KASA) competencies established by ASHA in 2005. These competencies are prerequisites to in-field employment in most employment settings. Graduates with a Master's Degree from this program meet all current ASHA requirements for coursework and clinical experience; therefore, the process of applying for ASHA membership and certification are greatly simplified. Students should review their academic coursework the semester prior to graduation to be sure that all KASA competencies have been met.

The student is responsible for completing the ASHA Certification application and for obtaining the necessary information and signature from the Department Chairperson. The certification forms are found in the current *American Speech-Language-Hearing Membership and Certification Handbook* for Speech-Language Pathology.

The application, including a stamped, self-addressed envelope, should be given to the Academic Program Assistant. She will review the application and verify the completion of all clinical and academic requirements. Once the review has been completed, the Department Chair will then and only then, sign the application. **PLEASE NOTE:** The department chairperson does NOT sign for Clinical Fellowship Year papers. The verification of CFY requirements will be made by the CFY supervisor.

B. SUMMARY OF STANDARDS FOR NATIONAL CERTIFICATION

For a complete KASA description and list of requirements, please go to:

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

STANDARD I - Degree

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

STANDARD II - Institution of Higher Education

The graduate degree must be granted by a regionally accredited institution of higher education.

STANDARD III – Program of Study – Knowledge Outcomes

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic coursework sufficient in depth and breadth to achieve the specified knowledge outcomes.

STANDARD IV - National Examinations in SLP and AUD

All applicants must pass the National Examination in the area for which the Certificate is sought. The National Examinations in Speech-Language Pathology and Audiology are designed to assess, in a comprehensive fashion, the applicant's mastery of knowledge of professional concepts and issues to which the applicant has been exposed throughout professional education and clinical practicum. The applicant must pass the examination in the area in which certification is sought. The examination must be passed within 2 years after the first exam administration following the approval of the applicant's coursework and clinical practicum by the Clinical Certification Board.

For further information, see: <http://www.ets.org/praxis/asha/requirements/>.

STANDARD V - The Clinical Fellowship for Speech-Language Pathology

After completion of academic coursework and clinical practicum, the applicant must successfully complete a Clinical Fellowship. The Fellowship will consist of at least 36 weeks of full-time professional experience or its part-time equivalent. The Fellowship must be completed under the supervision of an individual who holds the Certificate of Clinical Competence in the area for which certification is sought. This professional

experience shall involve primarily clinical activities. The Supervisor periodically shall conduct a formal evaluation of the applicant's progress in the development of professional skills.

The Clinical Fellowship Year must have begun after completion of the academic and clinical program experiences required for the Master's degree in one of the two areas of specialization. Departmental policy is that the Clinical Fellowship Year cannot be entered until a graduation date is officially confirmed.

C. STATE OF FLORIDA TEACHER CERTIFICATION

Specialized certification is not required for Speech-Language Pathologists and Audiologists in the State of Florida. However, if you wish to be eligible for employment in any of the public school systems within the State of Florida, you must meet the State Teacher Certification requirements. Courses offered by the College of Education will satisfy these professional educator requirements. If you wish to substitute other courses for those listed, the substitutions must be approved by the Student Personnel Office in the College of Education.

Applicants for teacher certification must successfully complete the Florida Teacher Certification Examination. Detailed information on the scope and content of this exam is contained in a 3-volume set called Florida Teachers Certification Examination Bulletins. These bulletins are available in the College of Education.

D. SUMMARY OF WORKING IN THE FLORIDA SCHOOL SYSTEM

In the Florida Public School System, job requirements for the speech/language clinician differ from those in other job settings. In order to qualify for a position in a school system, a clinician must have (or be in the process of obtaining) a Florida Teaching Certificate and/or a State License in the field of Speech/Language Pathology and/or Audiology. Hiring criteria vary from county to county; however, since July 1, 1989, a Master's Degree in Speech/Language Pathology is considered as the minimal level of certification by the Florida Department of Education. Consequently, criteria for hiring Speech/Language Clinicians in the public schools is more uniform across school districts than was found previously.

If a clinician is interested in pursuing a Florida Teacher's Certificate, certain educational coursework must be completed. In addition, the Florida Teachers' Examination must be passed. To obtain further information on the required coursework and the Florida Teachers' Exam you may write or call:

State of Florida Department of Education
Teacher Certification Section, Collins Building
Tallahassee, Florida 32301
(904) 488-2317

Florida Teachers Certification Examination
P.O. Box 13746
Gainesville, Florida 32604
(904) 392-1715

To work in a school system, the state requires that all new teachers (clinicians included) complete a Beginning Teachers Program for one school calendar year. The teacher will be assigned a "Peer Teacher" who functions as a support person and consultant. In addition, school administrators observe therapy skills related to teaching. Plans may be written to help the beginning teacher in mastering needed skills.

Supervision in the school system is one factor to be considered by the new Speech/Language Clinician. It is sometimes possible to have a Speech/Language Clinician from the county serve as both the CFY supervisor and as the Peer Teacher. Awareness of the different requirements in the Florida Public School System may be helpful to the Speech/Language Clinician considering a job in this setting. Contact clinicians for the Florida Public School Systems are listed in the Florida Language Speech and Hearing Association (FLASHA) Directory by county.

E. STATE LICENSURE IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Specific information concerning State of Florida Licensure in Speech-Language Pathology or Audiology may be obtained online or by calling:

Department of Health
Division of Medical Quality Assurance
P.O. Box 6320
Tallahassee, FL 32314-6320
(850) 488-0595
<http://floridasspeechaudiology.gov/>

F. LEGISLATIVE INTENT OF LICENSURE

The sole legislative purpose for enacting licensure is to ensure that every Speech-Language Pathologist and Audiologist in this state meets minimum requirements for safe practice in Florida. It is the legislative intent that Speech-Language Pathologists and Audiologists who fall below minimum competencies or who otherwise present a danger to the public health and safety be prohibited from practicing in Florida.

Listed below are some important details regarding Licensure for Speech-Language Pathologists and Audiologists.

1. All Speech-Language Pathologists and Audiologists are required to obtain a License if employed in a setting where fees are charged or if they see patients privately. If a clinician works exclusively in a public school and

does not see private clients, a license is not required if the individual holds a valid teacher's certificate.

2. Steps to licensure are as follows:
 - a. File a complete application appropriate for the level at which licensure is being requested (Active, Provisional, Assistant, Inactive, Renewal of Provisional, Renewal of Inactive, Reactivation of license.)
 - b. Submit the appropriate fee.
 - c. Submit appropriate documentation.
 - d. Submit confirmation of graduation.
 - e. Submit the name change documentation.
 - f. Submit a recent photograph.

3. The letter of authorization to practice is issued only after the application is complete, fees have been paid, evaluation is approved, and the application is placed on the next board agenda to be certified as eligible for license.

G. LEVELS OF ENTRY INTO THE PROFESSION:

There are several levels of entry to the professions of Speech-Language Pathology. These levels are as follows:

1. **Assistant.** A person who is certified under this title may provide services under the direct supervision of a Speech-Language Pathologist. The supervising professional must assume all legal responsibility for the certified assistant. Furthermore, the use of assistants will require the physical presence of a licensed Speech-Language Pathologist for consultation and direction of the certified assistant.

2. **Provisional Licensure.** In speech-language pathology, this step of licensure is most likely the first step upon the successful completion of the Master's Degree. Requirements are:
 - a) Completed Application
 - b) Application fees
 - c) Master's Degree conferred within speech-language pathology
 - d) Verification of 400 clock hours in supervised clinical practice
 - e) 2 hours Prevention of Medical Errors education
 - f) 1 hour HIV/AIDS education
 - g) Verification of employment form completed by the supervisor.

The provisional licensee must be supervised by a licensed professional who holds licensure within the same area of practice as the Provisional Licensee. A Provisional license may be renewed for one year.

3. **Active Licensure.** In Speech-Language Pathology, active licensure may be obtained only after the Master's Degree has been conferred in the area of desired license, verification of 400 clock hours in supervised clinical practice, verification of nine (9) months of professional employment experience, and a copy of the passing score of at least 600 on the PRAXIS (sent directly from Educational Testing Service) has been received by the Board. Moving from Provisional to Active licensure requires the following:
- a) Completed application
 - b) Fees
 - c) Copy of the PRAXIS score showing a 600 or better
 - d) Letter from the CFY supervisor verifying successful completion of this experience.

If you already hold a valid Certificate of Clinical Competency from ASHA, you may obtain licensure through endorsement. The following steps must be completed:

- a) Complete application
- b) Submit application fee
- c) Obtain a letter from ASHA verifying current CCC

Applicants also may obtain endorsement if they hold valid license/certification in Speech-Language Pathology in another state where the criteria for issuance was substantially equivalent to or more stringent than the licensure criteria which existed in Florida at the time the certification was issued.

Continuing Education is required of all Assistants and Active licensees. Continuing education must be clinically relevant to the area of certification and licensure. It is the responsibility of the licensee to prove that all continuing education requirements have been met.