



## **Speech-Language Pathology Graduate Student Clinical Handbook: Suncoast Consortium**

**Department of Communication Sciences and Disorders  
College of Behavioral and Community Sciences**

**Updated June 2024**

*Note: In addition to the policies and procedures stated in this clinical handbook, students are expected to adhere to USF Graduate School requirements that may be referenced at: <https://catalog.usf.edu/index.php?catoid=20>*

As stated via, [Code of Ethics \(asha.org\)](http://asha.org)

The ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. The Code of Ethics is a framework and a guide for professionals in support of day-to-day decision making related to professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. It is an integral educational resource regarding ethical principles and standards that are expected of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: ***(I) responsibility to persons served professionally and to research participants; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships.*** Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity.

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## INTRODUCTION

The Speech-Language Pathology (SLP) practicum assignments are an essential educational component of the SLP graduate program. The purpose of this handbook is to acquaint students with policies and procedures specific to the practicum and externship of the Suncoast Consortium, and to serve as a reference throughout the clinical experience. The ASHA Code of Ethics serves as the foundation for this information. ASHA Code of Ethics provides guidance to members, certified individuals, and applicants as they make professional decisions. This **SLP Graduate Student Clinical Handbook** is a guide for policies, procedures, and ethical conduct expected throughout your Graduate School career and beyond, with the ASHA Code of Ethics as a governing guide. In addition, the USF Speech-Language-Hearing Clinic upholds all faculty, clinicians and students to a high standard of professionalism.

As stated via Principle of Ethics I, [Code of Ethics \(asha.org\)](#): Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.

As stated via Principle of Ethics II, [Code of Ethics \(asha.org\)](#): Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

As stated via Principle of Ethics III, [Code of Ethics \(asha.org\)](#): In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.

As stated via Principle of Ethics IV, [Code of Ethics \(asha.org\)](#): Individuals shall uphold the dignity and autonomy of the professions, maintain collaborate and harmonious interprofessional and intra-professional relationships, and accept the professions' self-imposed standards.

### Non-Discriminatory Policy

Individuals must not discriminate in the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for and potential benefit from services which includes but is not limited to race, sex, age, religion, national origin, sexual orientation, or disability. Discrimination is not tolerated, and such acts will result in removal from the program.

### Confidentiality

Students are required to follow departmental policies and Health Insurance Portability and Accountability Act (HIPAA) of 1996 policies regarding confidentiality. The HIPAA requirements apply to the use, storage, and/or electronic transmission of client related information to ensure confidentiality for all health care related information.

In general, the rules state that any health care provider or insurance entity that maintains or transmits individually identifiable health information, referred to as "protected information," about

a client/patient is deemed a “covered entity” and is subject to HIPAA. The HIPAA privacy rule, along with the information itself, covers an entity or device which collects, stores, or transmits data electronically (including social media), orally, in writing or through any form of communication, including fax. Please refer to the University’s policy on social media found here: <https://www.usf.edu/ucm/social-media/intro-social-media.aspx#:~:text=Only%20university%20employees%20who%20are,do%20not%20create%20another%20one.>

Further, a Speech-Language Pathology graduate student enrolled in the program and any clinical rotation is required to have completed and to maintain a current HIPAA training certification (renewed annually) which is provided through an online training affiliated with USF Health. The due date for completion of this training is in the first semester of the program, and annually as assigned by your practicum instructors. Students should maintain a copy of the certificate of completion in their clinical portfolio. Failure to comply with HIPAA laws and regulations is a significant violation and may result in dismissal from the program.

## Sensitive Material

**All reports generated as part of the practicum experience will contain no confidential information that could identify a student, client or patient, including correct first or last name, address, etc.**

Sensitive information includes but is not limited to information considered social in nature with an attached social stigma, to include:

- Family history of mental illness, substance abuse, suicide acts, or suicidal intent.
- Marital discord or marital problems.
- Information about the behavior or personality of another family member not provided by that person (e.g., a mother describing her ex-husband as violent or abusive).

This information should be included in a report only if its inclusion is relevant to the diagnosis. For example, if a child is evaluated for a communication problem, family history of speech, hearing, learning, and cognitive disorders/conditions are important in making the diagnosis of a communication disorder. The source of this information must always be specified (e.g., “According to the mother...”). Subjective details and value-laden interpretations are to be avoided.

Financial information should be excluded from a report unless it is directly relevant to the diagnosis (e.g., financial problems causing the parents to be unable to obtain medical care or a child's reaction to severe financial problems contributing to a communication disorder).

## Recording Clients/Patients

During the semester, students may be required to record and document sessions. The school supervisor and the student clinician will identify the method of recording/documenting the session. The student clinician must ensure that a release form signed by the client or caregiver is in the client’s records. **Under no circumstances will a student clinician retain recorded**

**documentation or review recorded documentation with anyone other than the supervisor or individual(s) approved by the supervisor.** This applies to video and audio recordings. **Recordings may not be removed from the school site without the consent of the site instructor and USF instructor. These recordings must be stored in a secure location. All recordings must be given to the site supervisor at the end of the semester or following an evaluation.**

## DOCUMENTATION OF CLINICAL REQUIREMENTS AND EXPERIENCES

ASHA Code of Ethics is designed to provide guidance to members, certified individuals, and applicants as they make professional decisions. Individuals shall honor and abide by the ASHA Code of Ethics as affirmative obligations under all conditions of applicable professional activity.

### CALIPSO

The Department will refer students to CALIPSO, a web-based application, to electronically manage and store all clinic documentation and certifications including, but not limited to:

- BLS/CPR certification
- Immunization record
- HIPAA training certificate
- Observation hours records

CALIPSO provides students, supervisors and instructors with a centralized, electronic storage mechanism for critical professional documents. Students are responsible for updating and maintaining documentation required for participation in clinical work at their school sites, the USF Speech-Language-Hearing Clinic (USF SLHC), Lakeland Regional Hospital, and externship placements. **Students are also responsible for any associated costs. Students are advised to keep an independent record/copy of any documents.**

Prior to beginning the program, you will receive an email with a PIN to create an account in CALLIPSO. Please contact the USF Clinic Director if you need a new PIN.

## PREREQUISITES FOR PRACTICUM ENROLLMENT

### Hearing Screening

Students must undergo a hearing screening **prior to enrollment in a clinical practicum and/or participation in direct client/patient care.** This screening is completed prior to or during the first semester of enrollment as a graduate student (typically completed during orientation). Any student who fails the hearing screening must have their site supervisor/mentor conduct a second screening during the first semester of their graduate program. Screening results are placed in the student's digital folder (i.e., portfolio) in Box. If intervention is needed, resources and recommendations will be provided. Please see [Addendum A](#).

## Background Check (Live Scan)

Because clinicians work with vulnerable populations, all students must complete a Level 2 background check following the instructions provided by the Department for completion and documentation. Also, when applying for off-campus externships, a professional license and/or teaching certificate, clinicians are often asked to disclose information about any existing criminal records. Medical settings, school districts and health care boards have the right to know about any arrests, pleas of nolo contendere, adjudications withheld, or convictions that applicants may have sustained. When applying for professional licensure and certificates after graduation, applicants will be required to supply this information to the health care board. **Students are responsible for any costs associated with the background check process.**

## Basic Life Support (BLS)/Cardio Pulmonary Resuscitation (CPR)

All students must have documentation of a training course in basic life support (BLS) for infants, children, and adults. The Department will provide students with approved sources for completing these requirements. Barring any University-wide limitations, students must complete CPR training prior to **enrollment in and/or participation in direct client care clinical practicum experiences**. Certification in BLS must be maintained through completion of the graduate program. **Students are responsible for any costs associated with these certifications**. Current proof of certification must be uploaded to CALIPSO and your portfolio in Box.

## HIPAA Training

Students must complete the annual self-study program designated by the Department and upload a copy of their current certificate of completion to CALIPSO and their portfolio in Box. Students should follow all instructions and deadlines designated by their practicum and/or Clinical Instructors.

## Guided Observation Hours

**ALL students should have documentation of a minimum of 25 guided observation hours of assessment or treatment provided by an ASHA CCC-SLP.**

The observation hours requirement must be met in the first semester of the graduate program. Students are responsible for uploading their observation hours logs to CALIPSO and their portfolio in Box. Documentation must be an **original signed form (not a photocopy)** of an observation log or letter, on letterhead, from the academic program confirming the completed observation hours. Documentation must include the name, signature, and ASHA number of the person who certified the guided observation hours. This person must have met the ASHA CEU supervision requirements to provide guided observation hours.

NOTE: If the observation hours were completed via Master Clinician, please print a Master Clinician report detailing 25.0+ completed and approved guided observation hours and collect



the Practicum Prep instructor's signature to certify this document. This signed document(s) must be uploaded to CALIPSO and your portfolio in Box.

\*Students who have NOT completed observation hours prior to entering the graduate program should contact the Program Director for further guidance.

## Practicum III/Externship

During the spring semesters of years two and three, students will complete the credentialing requirements and related documents for their clinical rotations (i.e., Practicum III) at Lakeland Regional Hospital or an Externship site.

Students should be aware that additional background checks, immunizations, certifications/training and other site requirements will be necessary for Practicum III and for some externship placements. These requirements will be posted on the Suncoast Canvas site. Please note that requirements are set by the sites and compliance is mandatory. Any expenses related to completing site requirements are the responsibility of the students.

The Department of Communication Sciences & Disorders cannot guarantee a placement for externships or eligibility for professional licenses and certificates following graduation. Students may contact the Florida Department of Health, Board of Speech-Language Pathology and Audiology and the Education Standards Commission of the Florida Department of Education for additional information. In addition, the Department of Communication Sciences & Disorders cannot guarantee that the states with which Florida has reciprocity will issue a professional license or teaching certificate. Students are advised to contact the district(s) and state(s) in which they wish to seek future employment as a Speech-Language Pathologist to investigate their respective personnel hiring procedures.

## CLINICAL CONDUCT

### Code of Conduct

The following subsections outline clinical conduct expectations of students. Should a student violate these expectations and/or demonstrate misconduct, the Instructor of record will report the misconduct to the Program Director who will confer with the Chair. Any violation or misconduct could result in immediate dismissal from a clinical placement and impact academic standings in the Suncoast Master's Speech-Language Pathology clinical program.

### Code of Ethics

Students in Speech-Language Pathology are regarded as professionals and are expected to adhere to the ASHA Code of Ethics (<http://www.asha.org/Code-of-Ethics/>). During their first semester, students are required to sign a statement confirming their knowledge of the Code and their agreement to adhere to the Code. Further, students are expected to review the Code of Ethics at the onset of each new clinical rotation or semester and/or when working with a novel patient population.

## Professionalism and Cultural Sensitivity

The academic and clinical faculty of the USF Speech-Language Hearing Clinic, and the Department of Communication Sciences and Disorders, value and maintain high expectations of the utmost professionalism including student demonstration of consistent, professional behavior.

Students are required to conduct themselves in a professional manner as reflected in their demeanor, dress, written and verbal exchanges, and in compliance with all school district (i.e., employer) policies and procedures. Student clinicians are practicing under the license(s) of speech-language pathology supervisors and USF instructors. That relationship may result in supervisors being particularly exacting in their requirements for completion of documentation and performance of clinical duties (i.e., to their high standards).

When in the on-campus clinic, academic environments, and community-based settings, students must comply with all policies and procedures associated with USF clinical assignments and academic contexts; therefore, attire and behavior should reflect professionalism. Students are also expected to comply with the policies associated with sites external to USF (e.g., externship sites). Adherence to professional expectations is considered when calculating individual student grades on assignments or assessments as well as the overall course grade. Students must sign a professionalism contract in their first semester enrolled in the program (see [Addendum B](#)) and may be asked to review and re-sign this document in subsequent years while in the program.

Best practice is the use of non-sexist, person-first and professional language in written assignments and in class discussion\*. Guidelines are available in the Publication Manual of the American Psychological Association (APA).

\*Client preferences may differ and as such, students should be sensitive to and use terminology consistent with these preferences.

## Attendance

Attendance is mandatory at each clinical assignment. If for any reason you cannot attend a class or practicum/externship session(s) due to illness, emergency, or other extenuating circumstances, notify your professor, supervisor(s) and/or your school as soon as possible. Written verification of the reason for the absence may be requested. **Absences are not excused unless they are specifically acknowledged by the respective professor/supervisor on a case-by-case basis.**

Absence(s) Due to Medical Reasons: Student absence due to medical reasons (yours or immediate family) on a clinical day, or a day that an assignment is due requires notification provided to your Professor/Site Supervisor **prior to** the class/session. Written verification of the reason for the absence may be requested. If written verification is requested the documentation must be on physician letterhead or prescription paper and should include a “fit to perform clinical duties” statement before the student is allowed to return to clinical/academic assignment activities.

Absence(s) Due to Religious Observances: Students are expected to notify their Professors/ Site Supervisors at the beginning of each academic term if they intend to be absent for a class or announced examination due to a religious observance

Refer to the syllabus for procedures specifically designed for each clinical practicum.

**Note: Student clinicians are required to attend a minimum of 80% of completed client/patient sessions to demonstrate competencies for KASA standards, and thus receive a passing grade for each semester. If a student does not meet this minimum, an "I" grade (i.e., Incomplete) will be assigned pending completion of makeup sessions. Any exceptions to this policy must be approved by the Clinic Director and SLP Program Director.**

## Dress Code

USF graduate students are working in a professional educational setting, and thus are expected to dress professionally, following guidelines set forth by their school district.

If Suncoast students are in the USF Speech and Language Clinic or at any off-campus locations, they must wear professional or approved attire during participation in any clinical activities. Clinical Instructors/Supervisors will indicate if there are practicum activities when scrubs will not be worn.

Practicum III (Lakeland Regional Hospital) and Externship: Student clinicians are required to wear their student badge and approved **scrubs (or alternate approved attire)** in all clinic assignments. Students are responsible for any costs associated with the mandatory dress code. Scrubs must be approved tops AND bottoms. Attire **should be clean and pressed.**

### Scrubs

The following is a list of the approved Cherokee and Greys Anatomy scrubs sold through **Discount Uniform** in University Plaza on Bruce B Downs/Fletcher in the Target shopping center. Students will receive a 10% discount (be prepared to show your student ID). The approved tops must have a monogrammed USF Speech-Language Pathology logo. (If you inform the staff at Discount Uniform that you are with the USF Speech-Language Clinic, they will choose the monogram logo they have on file). Colors for scrub tops and bottoms may NOT be mixed. Pants (bottoms) can be ordered Petite, Regular, or Tall.

*Approved Colors:* Hunter (both brands) and khaki (Cherokee only)

#### **Cherokee Brand Tops**

Item CK4700  
Item CK610  
Item CK620  
Item CK4777 (men's)  
Item CK670 (men's)  
Item CK690 (men's)

#### **Cherokee Brand Pants**

Item CK4200  
Item CK110  
Item CK120  
Item CK4000 (men's)  
Item CK140 (men's)

#### **Grey's Anatomy Tops**

Item GA4153  
Item GRS079 (men's)

#### **Grey's Anatomy Pants**

Item GA4232  
Item GA558

Item GA091 (men's)

\*Note: Men's Grey's Anatomy not available in store but can be ordered.

*Shoes:* Due to the fast-paced nature of healthcare, it is important to wear shoes that are in good condition (e.g., no visual wear and tear or holes). Shoes must be clean, soft-soled, closed toe and flat (no heels). Student clinicians who cannot wear flat shoes due to a medical condition will need to provide the practicum instructor with written doctor's clearance for alternate footwear. Backless shoes are not to be worn. **Color choices for shoes should coordinate with your scrubs/comply with site requirements.**

*Hose/socks:* Must be worn at all times during off campus placements or when providing any clinical services on the Tampa Campus. Hose and socks should complement the colors of your uniform.

*For warmth:* Student clinicians may wear a short-sleeved or long-sleeved shirt under scrub tops and/or a solid-colored cardigan or scrub jacket over the scrub top, provided these comply with site regulations. **Color choices for shirts include** black, white, dark brown, khaki, green or other color that compliments the color of the uniform. **Hooded jackets and hooded sweaters may NOT** be worn with your scrubs. Matching scrub jackets can be purchased but are not required. Cardigans or light jackets without hoods should be fitted and not pose a hazard while working with clients and/or equipment. Lab coats are NOT part of the student clinician uniform. **Students must ensure that their scrub tops and bottoms do not leave skin exposed (e.g., cleavage, tops of undergarments visible at the waist, etc.).**

*Headwear:* Student clinicians may wear headwear that is required for religious reasons.

*Personal Hygiene:* Student clinicians are expected to maintain good personal hygiene, including hair that is tidy and clean. Hair longer than shoulder length must to be pulled back into a single ponytail or secured neatly in a style that keeps hair from falling onto the face. A variety of hairstyles are permitted, provided student and client safety is ensured, and the style is not a distraction during clinical activities. Adaptations may be requested at the discretion of the practicum instructor/site supervisor.

*Jewelry and body adornment:* Piercing of the ears only is preferred during clinical activities. Piercings of articulators (e.g., lips, tongue studs) or other facial areas that interfere with clinical services are NOT allowed during clinic activities. For safety purposes and to reduce client distractions, jewelry should be minimal and/or not too large (e.g., large hoop earrings that may be pulled, multiple bracelets that may clang on a table). **Practicum/site instructors reserve the right to request that students remove piercings or jewelry, or to cover tattoos. This includes student pictures on Microsoft Teams, our telehealth platform.**

*Fragrances, make-up, and nails:* Due to client/patient allergies and sensitivities, perfumes/colognes and fragrances are NOT permitted. Make-up should be understated. Nails should be kept clean and short to allow for adequate hand hygiene and use of gloves without tearing. Nail polish is permitted if properly maintained (i.e., not chipped). **Determination of excessive make-up, nail appearance, and/or adornments will be made at the discretion of the practicum instructor/site supervisor.**

***Students who do not comply with the Dress Code Policy may be asked to leave their clinic sites until these concerns are addressed. Violations will be reflected in professionalism grades.***

## Cell Phones/Smart Phones

Cell phones, smart phones, and smart watches may be used as timing devices to track time during the sessions, but these devices may NOT be used for texting, photos/videos, or phone calls when completing a clinical assignment. The only exception is when the approved treatment plan for the client/patient specifies therapeutic use of phones; thus, prior instructor/supervisor approval is required. Student clinicians are not to make or take personal phone calls or text messages during assessment or treatment sessions.

## Student Name Changes

For registration, record keeping, and compliance purposes, students need to inform the Program Director, instructor(s), and site supervisor(s) of any name changes as quickly as possible. Not doing so can have implications for course registration, Canvas access, email, etc.

## Student Accommodations

Students are encouraged to request and address accommodations through the Student Accessibility Services (SAS) office before the start of the semester. Students should also note that they must notify their SAS contact that they are in a clinical program as clinic and academic accommodations differ.

Students may have opportunities to earn additional clinical clock hours through screenings, study abroad trips, community events, extra clinical assignments, research projects, etc. **It is the student's responsibility, with departmental assistance, to complete a minimum of 375 direct clinical hours and to have a minimum of 25 hours of guided observation hours during his/her academic career.**

## Procedure Changes

**Procedures for each practicum are subject to change for a variety of reasons including availability and presenting diagnosis of clients as well as natural disasters and local and global pandemics. Please refer to the most current syllabus for each practicum for details.**

# EVALUATION OF STUDENTS AND PRACTICUM EXPERIENCES

## Grades

Grades are based on student demonstration of minimal or better competence with each ASHA KASA standard, including additional oral and/or written work. See each course syllabus for

details regarding how the final grade is calculated. Opportunities for intervention may be provided during the semester if competence is not demonstrated by or before midterm. Student evaluations incorporate the numeric grade **and** successful demonstration of KASA competencies when assigning a final letter grade. **Students must meet KASA competencies to earn a passing grade. Regardless of the numeric grade, if a student has not demonstrated at least minimal competence for the targeted KASA standards (including a period of intervention or a decline in performance after midterm), a grade of C or lower will be assigned as the final grade.** If a student earns a grade of C+ or lower, they **must** repeat the course. There are no exceptions to this policy. Please note that this may result in academic probation or dismissal from the program (see the 2 C rule below).

Any grade less than a B- in a practicum is considered unsuccessful completion for this practicum and a lack of demonstration for clinical competence. Therefore, clock hours will not be awarded. Students who earn a C+ or lower must repeat the practicum. Upon successful completion, some clock hours from the initial experience may be awarded at the discretion of the supervisor in consultation with the Program Director. Failure to complete a practicum successfully will result in a delay in further practicum assignments. The student must meet with the Program Director to reschedule all remaining practica. See the course syllabus for specific information about the grading scale for each practicum.

## Incompletes

A grade of incomplete can only be assigned if the criteria established by USF have been met. An incomplete in a practicum must be resolved to the satisfaction of the clinical instructor(s) on site and the USF clinical instructor assigned to the practicum or the student may not be eligible for subsequent practica. A contract following the terms designated by the University and outlining the timeframe and terms of completion of a grade of "Incomplete" must be developed by the supervisor and student, in consultation with the Program Director. The contract must follow the guidelines established by USF. Clock hours will not be awarded until successful completion of the practicum assignment according to the terms of the contract.

## Evaluations

Students are evaluated by their onsite public-school supervisor **and** the USF instructor assigned to the practicum. Students will receive verbal and written feedback from both instructors during the semester following onsite and/or online observations of performance. This feedback, in addition to the students' clinical discussions and interactions with the supervisors, will be used to evaluate performance. Students receive a midterm and final evaluation in each clinical practicum. Student success is a priority for the program, so performance may be evaluated and discussed by the onsite public-school supervisor, the USF instructor assigned to the field supervision, and the Program Director to facilitate the learning experience and to provide feedback, constructive suggestions, and additional support. The site supervisor's evaluation will be completed in CALIPSO. The practicum instructor will contribute to this evaluation and/or complete a separate SLP Clinical Grading Form provided to the student at the start of the semester. A detailed explanation of each category is included on the SLP Clinical Grading Form.

## Clinical Intervention Program

The purpose of a Clinical Intervention Plan (CIP) is to provide extra clinical supervisory support to students identified by their onsite public-school supervisors or clinical instructors as needing extra assistance.

Criteria for initiating a CIP include but may not be limited to: A score less than 3 (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) or any KASA standard.

CIP Procedures: Initial identification of an at-risk student should occur and be officially documented by midterm evaluation week. The onsite public-school supervisor/mentor for the student will contact the USF Practicum Coordinator/Instructor and/or Program Director by midterm to discuss student progress and initiate procedures for a CIP as needed.

- The clinician will be notified in writing, via a Clinical Intervention Plan (CIP), by the onsite public-school supervisor and USF Practicum Coordinator/Program Director. The CIP indicates the primary clinical areas (KASA standards encompassing Interaction and Personal Qualities, Administrative/Written Documentation, Evaluation, Intervention, and/or Ethical Conduct/Problem Solving) in which the student is not meeting criteria, requires additional support, and that an intervention plan is necessary. The student clinician and supervisors are required to sign and date the CIP.
- The date indicated on the CIP becomes the official **start date** for any CIP.
- A copy of the CIP will be forwarded to the USF Clinic Director and the Program Director. The USF Clinic Director will determine, at her discretion, whether to attend the Clinical Intervention Plan (CIP) meeting to establish the criteria for successful completion. The Program Director will attend the meeting.
- At the Clinical Intervention Plan (CIP) meeting, criteria for successful completion of the plan will be established. Criteria for a CIP must include, but may not be limited to the following:
  - Specific skill areas targeted for intervention, e.g., Dx or Tx.
  - Documented specific competencies to be developed within each skill area.
  - Cooperative development of specifically targeted competencies.
- Documentation of whether the criteria for each competency was met, utilizing the CIP coding system (see CIP legend) by the Supervisor (See Addendum C).

Criteria for Completion of a CIP: Completed criteria must reflect a + (met criterion) with 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:

- Receive a grade of "C" or lower in the designated practicum.
- Be required to repeat the designated practicum.
- Be counseled by the CIP Supervisors, Center Director, and/or the Program Director, regarding future options and recommendations.



## Minimum Grade Policy

If a student earns a “C+” or lower in a practicum, the student must repeat the practicum. If the student does not successfully complete the second attempt of the practicum, they will receive another “C” grade. Per the graduate program grade policy, earning two “Cs” results in automatic dismissal from the program.

## DOCUMENTATION OF CLINICAL EXPERIENCES

### Student Information Sheet

Prior to beginning any clinical practicum, students must have a **current** Student Information Sheet on file in their digital student folder in Box. If there are any changes in school placement or onsite public-school supervisor assignment, students must complete and submit a new Student Information Sheet (Addendum D).

### Documentation of Clinical Experiences and Clock Hours

Emphasis should be upon obtaining minimal knowledge and skills (KASA) standards across the age span (Preschool, School-Age, Adult, and Geriatric) and across the nine ASHA areas, including language, articulation, fluency, swallowing, modalities, hearing (aural rehabilitation), social, and voice. There is no minimum number of hours in each of the areas, but students should work with their supervisors to schedule therapy so that they obtain hours in as many areas as possible during each practicum. Students may receive credit for any intervention sessions that are supervised *25% of the time* and for any diagnostic sessions that are supervised *50% of the time* when supervision is in person. All teletherapy sessions must be supervised *100% of the time* the student is counting toward clinical clock hours. Student Learning Outcomes for Clinical Practica are detailed in the course syllabi.

At the end of each semester of school-based clinical experience, students are responsible for reviewing the contact minutes with the Practicum Instructor, as recorded throughout the semester in CALIPSO. Students will receive CALIPSO instructions from the Practicum Instructor. **Report clock minutes in actual time, NOT rounding to the nearest quarter hour.** The School Site Supervisor will review and approve the documented minutes student submit throughout the semester. The Practicum Instructor will review the electronic entries during the end-of-semester check-out meeting with the student.

Off-site rotations: For placements such as Lakeland Regional Hospital and Externships, students are responsible for recording clock hour time (minutes) in CALIPSO and to ensure their onsite supervisor approves these entries. At Externship check out, the Externship Coordinator or Clinic Director will review all electronic documentation.

Students may be asked to complete a survey/evaluation of their off-site clinical rotation at the end of the semester. This is helpful feedback for the program for future semesters and is designed as a method of collecting information for the purposes of Quality Improvement. The information is kept secure and will be used to improve future policies, procedures, and processes.



## Clinical Supervision

USF must have copies of proof of every supervisor's ASHA verification on file. Verification can be obtained at: <https://www.asha.org/eweb/ashadynamicpage.aspx?webcode=ccchome>. This documentation must be complete and in the student's USF digital Box file to complete the degree and graduate.

The minimum percentage of direct supervision required by USF CSD is 25% for treatment and 50% for diagnostics when supervising in person and 100% when supervising teletherapy. The level of supervision is commensurate with the student's skills and experiences. 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.

On-site public-school supervisors use a variety of observation summaries/checklists to provide feedback on clinical sessions. Please check with individual supervisors to review comments and suggestions. Timely implementation of supervisory feedback is critical to the student's professional growth and development.

## Practicum Expectations

Up to 50 clock hours at the undergraduate level **may be** applied toward the minimum of 400 clock hours required by ASHA. A minimum of 375 clock hours in the major area must be in direct client/patient contact and 25 hours in clinical observation. The number of hours accepted by the Department will be determined by the Program Director.

The following table provides an **estimate** of clock hours per semester/practicum. Keep in mind that there is some variability in clock hours due to the length of each semester, site supervision, and the variability in site assignments.

Semester	Course	Min. Clock Hours	Direct hours	Clinical Simulation	Credit hours
Fall, Year 1	Practicum Prep	45	30	15	1
Spring, Year 1	Clinic I	60	50	10	3
Summer, Year 1	n/a	May collect hours throughout the semester			0
Fall, Year 2	Clinic II	60	50	10	3
Spring, Year 2	n/a	May collect hours throughout the semester			0
Summer, Year 2	Clinic III	55	50	5	5
Fall, Year 3	Clinic IV	55	50	5	3
Spring, Year 3	Clinic V	55	50	5	3
Summer, Year 3	Externship	70	70+	0	5
<b>Total:</b>	<b>400</b>				

## Student Learning Outcomes for Clinical Practica

### KASA knowledge and skills areas (2020 standards):

The student will demonstrate at least minimal competence in KASA knowledge and skill areas (2020 Standards IV E, H; V A, B, C, D, E, F). The student will complete the minimum requirement of 400 clock hours of supervised clinical experience in the practice of speech-language pathology including 25 hours in guided clinical observation and 375 hours in direct client/patient contact by the end of the program of study (Standard V-C).

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through Clinical Simulation (CS) methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

# ASHA/USF CLINICAL REQUIREMENTS FOR SLP

## Overview of Clinical Rotations

Year & Semester		Practicum	Experience Level	Notes
1	Fall	Practicum Preparation	Beginner	Clinical clock hours collected; Simucase required
1	Spring	Practicum 1: School-based site, pediatric	Beginner	Clinical clock hours collected; Simucase required
2	Fall	Practicum 2: School-based site, pediatric	Intermediate by midterm	Clinical clock hours collected; Simucase required
2	Summer	Practicum 3: adult/geriatric	Beginner	Clinical clock hours with first adult/geriatric experiences
3	Fall	Practicum 4: School-based site, pediatric	Intermediate	Clinical clock hours collected; ACE in adult, geriatric provided
3	Spring	Practicum 5: School-based site, pediatric	Advanced	Clinical clock hours collected; ACE in adult, geriatric provided
3	Summer	Externship	Advanced	Clinical clock hours with second adult/geriatric experiences

Note: Students will utilize Simucase during practica in the first and second years (minimum) in the program. An annual Simucase membership is \$99 per year at <https://www.simucase.com/pricing>.

## Assessment and Intervention Assignments

**Baseline Measures:** Initial testing and completion of baseline measures is required for one student in each practicum (excluding Practicum III and Externship). A final report is then written and submitted to the USF instructor for approval. Any variations in the schedule will be announced by the supervisor. **Report writing and necessary revisions are time consuming; therefore, be prepared to set aside sufficient time to complete, make required changes and receive approval for the report.**

**Treatment Plans:** A copy of the treatment plan outline to be used will be posted on Canvas. Students are responsible for writing one treatment plan per semester. The plan will typically be written for an individual or group of students to be observed during a USF instructor site visit.

**Report Writing:** A **Final Report** will be completed each semester. This report summarizes the work a student and any final measures. The instructor will provide an outline for the report.

## Practicum III and Externship

Students are required to complete one clinical practicum at Lakeland Regional Hospital in Lakeland, Florida during the second summer of the program, and one local externship during their final semester (Year 3).

At Lakeland Regional Hospital, students must be on site one to two days a week (minimum) for at least a six-week period and may need to arrange for housing during that time. Students are also required to schedule an exit meeting with their supervisor(s) after completion of the practicum. This clinical practicum will provide students with the opportunity to complete a minimum of 50 clock hours working in an acute care setting with adults with communication disorders. The Lakeland Regional supervisors will determine if students have met the minimal competencies for working with this population. It is critical that students obtain these competencies prior to their last practicum at an externship site outside of the school system.

Students will be placed at externships by the USF Externship Coordinator and/or in collaboration with the Suncoast Program Coordinator. Students are expected to obtain a minimum of 50 hours during this semester.

It is important to note the Externship Coordinator will arrange for Externship to be no more than 1 hour away from USF campus. **While student preferences regarding location/distance are considered, students must be willing to commute up to one hour if necessary. The Department of Communication Sciences & Disorders cannot guarantee a placement for externships.**

Apply the following practices when interviewing for and/or confirming externship sites:

- **Update your CV/Resume for all interviews.**
- **Schedule interview** appointments with the approved site **within 24 hours of their initial contact** and/or email instructions regarding contacting the site from the Externship Coordinator.
- **Attend email daily** to ensure you do not lose an externship opportunity.
- **Be prompt and present a professional appearance while interviewing**, even for remote interviews, such as Zoom, Skype or Microsoft Teams.
- **Remember:** This is a full-time placement in which students are expected to be in attendance 32-40 hours per week. This may include some weekends and some holidays. Students in the Suncoast program should expect to be at their externship sites for 8-10 weeks. Changes to this schedule must be approved by the Externship Coordinator and/or Program Director.

**Students are expected to participate in a minimum of 80% of clinical opportunities or attend their externship site 80% of scheduled days, regardless of their total clinical hours. Despite achievement of required clinical hours for graduation, completion of an externship placement is required to positively support continued training, education and clinical preparedness for Clinical Fellowship placement upon graduation.**

Once an externship placement has been established, the Externship Placement Approval form is signed by the student, the Clinic Director, the Program Director, the Externship Coordinator, and/or the Externship off-site Clinical Supervisor. The original is submitted to the Externship Coordinator. Students must upload a copy to their file in Box.

**Background Checks in Externship:** Typically, all sites serving medically fragile and vulnerable clients require fingerprinting and background checks for compliance with state legislation. These are the requirements of the site and compliance is not optional. **Students are responsible for any costs associated with compliance with these requirements.**

**Other Externship requirements:** Additional requirements include immunizations, drug screen, CPR, higher level of background clearance, certain uniform protocols, site-specific procedures, etc. **Students are responsible for any costs associated with compliance with these requirements.**

**State Licensure Requirements (Specific to Florida):** **The Department of Communication Sciences & Disorders cannot guarantee eligibility for professional licenses and certificates following graduation.** Students may contact the Florida Department of Health, Board of Speech-Language Pathology and Audiology and the Education Standards Commission of the Florida Department of Education for additional information. In addition, the Department of Communication Sciences & Disorders cannot guarantee that the states with which Florida has reciprocity will issue a professional license or teaching certificate. **Students are advised to contact the district(s) and state(s) in which they wish to seek future employment as a speech-language pathologist to investigate their respective personnel hiring procedures.**

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

## Practicum Meetings

Practicum meetings related to externships, outside those held by practicum instructors, may be conducted via Microsoft Teams. These meetings may cover the externship placement process, clinical processes, and information related to graduation and Clinical Fellowships. Students will be notified via email with a link to join these meetings on Teams.

## Student Complaint Procedures

Students who have a complaint are encouraged to begin by speaking directly to the instructor in question or an academic advisor. If an issue arises that cannot be resolved through direct communication with an instructor or advisor, students should contact the Program Director or Clinic Director, as appropriate, to schedule a meeting to discuss the issue. If the Program Director or Clinic Director cannot resolve the situation, the student will be referred to the Departmental Chair. For cases that are not resolved at this level, the student may file a grievance with the USF Office of Graduate Studies. For more information, please see the following:

- USF 10.002 Student Academic Grievance Procedure-  
<https://usf.app.box.com/v/usfpolicy10-002>
- USF 30-053 Student Grievance Processes and Non-Academic Grievance Policy -  
<https://usf.app.box.com/v/usfpolicy30-053>

For concerns that are clearly related to the Graduate SLP program's compliance with accreditation standards that cannot be resolved at USF, a complaint may be filed with the

Council on Academic Accreditation (CAA) via the complaint process described here:  
<https://caa.asha.org/programs/complaints/>.

Please note that the CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of this complaint process. Before filing a complaint with CAA, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook, located here: <https://caa.asha.org/wp-content/uploads/Accreditation-Handbook.pdf>.

## Addendum A. Graduate Student Screening form

Dear Graduate Student,

Today you participated in a hearing screening as a new student enrolled in our Master of Science program. We appreciate your patience with receiving the screening and salute you on your commitment to providing best practices to the clients/patients that you will serve throughout your career.

Our findings and recommendations are as follows:

Hearing Screening: \_\_\_\_\_Pass \_\_\_\_\_Refer  
[Sometimes conducted by Audiology on a different date]

If the finding is not “Pass”, a clinical instructor from our program will contact you to further discuss these results and assist you with a plan to explore options. If you have additional concerns, please contact the Program Director. Please maintain a copy of this document for your records.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Further Information:

1. Students will receive a Pass/Fail rating for hearing. Documentation of the screening results is kept in the student’s academic file and a copy uploaded to the student’s file in Box.
2. For students who fail the hearing screening, a formal audiological evaluation should be scheduled. It will be the student’s responsibility to contact our Audiology Clinic @ 813-974-8804 for an appointment within one week of the screening.
3. Following the hearing evaluation, it is expected that the student will follow through with all recommendations for treatment and/or referral for further testing. Documentation of the same will be required and kept in the student’s academic file. Compliance by the end of the first semester is required for the student to progress to their next clinical practicum. Failure to comply will result in an intervention plan and the student will remain in their clinical rotation until this plan is complete. Please refer to the handbook regarding intervention plan guidelines.

## Addendum B. Graduate Student Professionalism Contract

### **USF CSD Speech-Language Pathology Graduate Student Clinician**

#### **PROFESSIONALISM CONTRACT**

Speech-Language Pathology is a professional, clinical discipline. Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession and with relations with other professions. Included among professional tasks are education and training.

As previously stated, the ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. USF Speech-Language Hearing Clinic upholds all staff, clinicians and students to a high standard of professionalism. USF SPHC always strives for faculty, staff and clinicians to practice at the top of their license.

The following conveys expectations for the professional behavior of those who seek to join this profession.

1. Be consistent
2. Be prepared
3. Be punctual
4. Be respectful to students, instructors, staff, clients and other professionals
5. Embrace teamwork
6. Use of effective interpersonal skills
7. Respect the contribution of professionalism to client care
8. Exercise the definition of professionalism
9. Be positively responsive to feedback
10. Promote trust
11. Be a positive role model
12. Maintain a professional appearance
13. Be accountable
14. Be honest
15. Be open-minded and flexible
16. Seek assistance when needed for support of learning and education
17. Be empathetic towards others
18. Be culturally sensitive



19. Follow HIPPA regulations consistently
20. Use evidence-based practice as a foundation of treatment and delivery of care
21. Strive for your best, but recognize USF is a learning opportunity to grow, invest and achieve the qualities needed for success into the professional field of CSD
22. You strive to work effectively with others for the benefit of the person served.  
This means you pursue professional duties, tasks, and problem solving in ways that make it easier (not harder) for others to accomplish their work.
23. You properly credit others for their work (i.e., write name of peers working on project with you, APA citations, etc.).
24. You sign your work.
25. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
26. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
27. You do what you say you will do, by the time you said you would do it, and to the degree of quality you said you would do it. Thus, you meet deadlines with high quality products.
28. You take active responsibility for expanding the limits of your own knowledge, understanding, and skill.
29. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
30. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
31. You value the resources required to perform duties, tasks, and problem solving, including your time and that of others.
32. You accord respect to the values, interests, and opinions of others that may differ from your own, if they are not objectively harmful to the persons served.
33. You accept the fact that others may establish objectives for you. Although you may not always agree with those goals or may not fully understand them, you will pursue them if they are not objectively harmful to the persons served.

- 34. When you attempt a task for the second time, you seek to do it better than you did the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgements of best practices.
- 35. You accept the imperfections of the world in ways that do not compromise the interests of those you serve.
- 36. You base your opinions, actions, and relations with others on sound empirical evidence and on examined personal values consistent with the above.
- 37. You expect all of the above from other professions.

The above description was adapted from Chial, Michael (1998). *Audiology Today*, 10, page 25.

I have read the information listed above and have been advised regarding expectations, policies, and procedures regarding upholding professionalism with the foundational guidance of the ASHA Code of Ethics in the clinical and academic setting. By signing below, I agree to adhere to these standards and realize that violating any of these standards could lead to being dismissed from a clinical placement and impact my academic standings in the Masters Speech-Language Pathology clinical program.

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Printed Name

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Signature

---

Date

# Addendum C: Clinical Intervention Plan

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
CLINICAL INTERVENTION PLAN (CIP)

COMPETENCIES	PROCEDURES	TIMELINE	PLAN CODE	MET CRITERION STATUS *
				<b>MIDTERM FINAL</b>

STUDENT MAY EXIT CIP      YES      NO

DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ (STUDENT)

SIGNATURE: \_\_\_\_\_ (SUPERVISOR)

CIP/cf

- CODES**  
 D = DISCUSSION  
 O = OBSERVATION  
 PC = PROFESSIONAL CONFERENCE  
 R = REVIEW CHART(S)  
 + = MET CRITERION  
 - = DID NOT MEET CRITERION  
 \* Numerical & letter grade to be assigned on attached form

# Addendum D: Student Information Sheet

**Student Information Sheet**  
**Practicum:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Please complete this form and upload to your BOX folder. You must also upload a scanned copy of your supervisor's ASHA card.

**Student Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Daytime Telephone:** \_\_\_\_\_

**Evening telephone:** \_\_\_\_\_

**Semester Supervisor (s):** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Daytime Telephone:** \_\_\_\_\_

**ASHA Number:** \_\_\_\_\_

**School Name(s):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**School Address(s):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**School County:** \_\_\_\_\_

**SLP Coordinator Information: Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Please upload form and a scanned ASHA card copy to your BOX folder.**

## Addendum E. Student Policy Acknowledgement and Agreement



### DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS Speech-Language Pathology Graduate Program

#### Graduate Student Clinician Agreement to follow and abide by:

- ASHA Code of Ethics
- USF CSD Speech-Language Clinic Policies and Procedures/Clinic Handbook
- USF CSD Speech-Language Pathology Graduate Program Academic Handbook
- HIPAA guidelines

I have read and agree to abide by the codes, policies and procedures of the Communication Sciences & Disorders Academic and Clinical Handbooks, and ASHA Code of Ethics.

I agree to follow the guidelines set by USF, USF Health and the United States Department of Health and Human Services' Office for Civil Rights (OCR) for compliance with Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA).

I am aware that failure to comply with these regulations and procedures may result in my dismissal from the program and/or legal liability.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date