Nicole Wertheim College of Nursing and Health Sciences

Communication Sciences and Disorders

Student Manual

Academic and Clinical Policies and Procedures

Master of Science in Speech Language Pathology

Communication Sciences and Disorders
Nursing and Health Sciences, AHC3-435
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Miami, FL 33199
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Overview of the Speech-Language Pathology Program

The graduate program in the Department of Communication Sciences and Disorders (CSD) in the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) at Florida International University is a 6-semester program leading to a Master of Science degree in Speech-Language Pathology (MS-SLP). This CAA accredited program provides a unique bilingual emphasis and prepares graduates to work with the increasing number of bilingual individuals in need of specialized care. This bilingual competency will be a critical advantage for speech-language pathologists as the country’s minority population continues to grow in the coming decades.

Departmental Mission

The mission of the Department of Communication Sciences and Disorders is in accordance with the mission statements of both Florida International University and the College of Nursing and Health Sciences. Each shares the mission of providing education and service to a diverse population of students and community, an interest in promoting sound research, a commitment to excellence in teaching, and a desire to provide the best training available for students who are to enter the professional workforce in speech-language pathology.

The specific missions of the Department of Communication Sciences and Disorders are:

1) To prepare highly qualified professionals in Speech-Language Pathology who will meet or exceed the guidelines of the American Speech-Language Hearing Association (ASHA) for clinical and academic preparation;
2) To prepare Speech-Language Pathology professionals of diverse cultural and linguistic backgrounds to assess, diagnose and treat clients of diverse cultural and linguistic backgrounds and;
3) To act as a resource for the University and community by serving as consultants, facilitators and authorities in the various areas of communication disorders.

Master of Science degree in Speech Language Pathology

The CSD Department offers a Master of Science (MS) degree in Speech-Language Pathology (SLP). The program has a bilingual emphasis component with specific required courses on cultural and linguistic diversity (CLD). Students have the option of writing a thesis or completing a Masters’ data-based group project and an elective course. In either case students complete a strong academic and clinical program that prepares them to meet the needs of persons with a wide range of communication disorders. The speech-language pathology program at FIU provides students with the coursework and clinical experiences needed to apply for ASHA Certification.
Academic Curriculum: The academic program of study is outlined in the Graduate Program of Study. Students are expected to attend full time and complete the program in 2 years.

Prerequisite Courses

The CSD Department also offers a Graduate Certificate in Communication Sciences and Disorders to complete the required prerequisite courses. Specifically, individuals with a bachelor’s degree in a discipline different from Communication Sciences and Disorders or Speech-Language Pathology must complete additional admission requirements. Prior to acceptance, applicants need to successfully complete 10 prerequisite courses or their equivalents. These courses are:

- SPA 5113 Advanced Applied Phonetics (or LIN 5206 Phonetics, or LIN 5211 Applied Phonetics, offered through the Linguistics program)
- SPA 5012 Introduction to Communication Sciences and Disorders
- SPA 5102 Advanced Human Anatomy & Physiology of Mechanisms of Communication
- SPA 5102L Laboratory in Advanced Human Anatomy & Physiology of Mechanisms of Communication
- SPA 5009 Normal Communication Development & Disorders
- SPA 5150 Acoustics of the Sciences of Speech and Hearing
- SPA 5051 Clinical Observation, Management, and Procedures in Communication Disorders
- SPA 5035 Disorders of Hearing and Audiological Sciences
- SPA 6322 Aural Habilitation and Rehabilitation
- LIN 5018 Graduate Introduction to Linguistics
## GRADUATE PROGRAM OF STUDY

### DEGREE PLAN: 6 SEMESTERS-STANDARD

#### Year 1:

**Fall Semester:** (13 Credits)

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<th>Course Title</th>
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<td>Phonological Disorders</td>
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<td>Language Learning in Preschool Children</td>
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**Spring Semester:** (12 Credits)

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**Summer Semester:** (9 Credits)

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**Year One Total:** 34 Credits

#### Year 2:

**Fall Semester:** (10 credits)

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**Spring Semester:** (10 credits)

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<tr>
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**Summer Semester:** (7 credits)

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<td>Master's Project</td>
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**Year Two Total:** 27 Credits

**Total Credits: 61**

* These courses are electives. Non-thesis students must take one of the three courses. If the student has not taken a course in Aural Rehabilitation as an undergraduate or via the Graduate Certificate in CSD at FIU, they must take SPA 6322. Master's Thesis Option: Students wishing to complete a Master’s thesis will not be required to take these classes. They will register for 6 credits of Master’s thesis in the second year of study. All students will register for a total of 61 credits in the program.
**DEGREE PLAN: 6 SEMESTERS: EARLY CLINIC**

**Year 1:**
**Fall Semester:** (13 Credits)

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Spring Semester: (15 Credits)

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Summer Semester: (9 Credits)

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Year One Total: 37 Credits

**Year 2:**
**Fall Semester:** (10 credits)

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Spring Semester: (10 credits)

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Summer Semester (4 credits)

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Year Two Total: 24 Credits

**Total Credits: 61**

*These courses are electives. Non-thesis students must take one of the three courses.* If the student has not taken a course in Aural Rehabilitation as an undergraduate or via the Graduate Certificate in CSD at FIU, they must take SPA 6322. Master's Thesis Option: Students wishing to complete a Master's thesis will not be required to take these classes. They will register for 6 credits of Master's thesis in the second year of study. All students will register for a total of 61 credits in the program.
**Equitable Treatment of Students:** Students in the Department of Communication Sciences and Disorders department are treated in a nondiscriminatory manner, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and the CSD programs comply with all applicable laws, regulations, and executive orders pertaining thereto.

**Student Support Services:** If you have a disability or think you have a disability and need assistance, please contact the **Disability Resource Center** (MMC: GC190; 305-348-3532) (BBC: WUC139, 305-919-5345). Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

**Grade Requirements (academic and clinical coursework):** An overall GPA of 3.0 is required for graduation from the Masters’ SLP program. A grade of ‘B’ or higher is required for all courses in the student’s program of study. A grade of ‘B-’ is not acceptable. If a student receives a grade that is lower than ‘B’, then that course must be retaken; however, a course can only be repeated once. A passing grade is required in each clinical practicum course for continuation in or completion of the program. Any student that earns a grade of ‘B-’ or lower in two clinical practica courses will be terminated from the program.
Clinical Practica in CSD at FIU

The clinical program is sequenced in such a way that the majority of academic coursework will be completed prior to starting clinical practica. The first of four practicum experiences typically begins in the summer after the student’s first year of study.

Clinical Practicum Courses: There are four practicum courses that students must take:

1. **SPA 5500: Basic Clinical Practicum:** The first rotation, basic practicum, allows the student to gain practical experience with children exhibiting speech and/or language disorders. The Basic Student Clinician usually has had no previous clinical contact hours.

2. **SPA 5502: Intermediate Clinical Practicum:** The second rotation, intermediate practicum, provides practice for students treating persons with communication disorders in outpatient, private practice, schools, and rehabilitation center settings. The Intermediate Student Clinician has acquired some experience through the Basic Clinical Practicum.

3. **SPA 6505: Advanced Clinical Practicum I:** The third rotation, advanced practicum, focuses on the speech and/or language needs of persons in schools, acute care, hospital, and long-term care facilities. The Advanced Student Clinician has acquired experience through the Basic and Intermediate Clinical Practica.

4. **SPA 6505: Advanced Clinical Practicum II:** The fourth rotation, advanced clinical placement, permits students to practice clinical skills in acute care, hospital, and long-term care facilities or an area of specialty. The clinician enrolled in this rotation has previously acquired varied experience through the Basic, Intermediate, and Advanced Clinical Practica.

Minimum Clinical Hours Required: Students complete a minimum of 400 clock hours of supervised clinical practica as required for [ASHA Certification](https://www.asha.org/) (325 of the 400 must be at the graduate level) and 25 hours must be completed in clinical observation.

The CSD program at FIU is committed to providing students with clinical experiences of different severity levels, across the life cycle and in varied clinical settings.
Learning Outcomes: In accordance with the 2014 ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, students graduating from the program must:

- Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

Articulation

Fluency

voice and resonance, including respiration and phonation

Receptive and Expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

Hearing, including the impact on speech and language

Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)

Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

The Students will:

- possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
- demonstrate knowledge of standards of ethical conduct.
- demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- demonstrate knowledge of contemporary professional issues.
- demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
- possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
- complete clinical practicum experiences that include supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

**Evaluation--**The interns will:

a. Conduct screening and prevention procedures (including prevention activities).
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
d. Adapt evaluation procedures to meet client/patient needs.
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
f. Complete administrative and reporting functions necessary to support evaluation.
g. Refer clients/patients for appropriate services.

**Intervention--**The Interns will:

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
d. Measure and evaluate clients'/patients' performance and progress.
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
f. Complete administrative and reporting functions necessary to support intervention.
g. Identify and refer clients/patients for services as appropriate.

**Interaction and Personal Qualities--**The Interns will:

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
b. Collaborate with other professionals in case management.
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
d. Adhere to the ASHA Code of Ethics and behave professionally.
In addition to completing all coursework and clinical practicum requirements, students will use the following formative assessment tools to track acquisition of the above knowledge and skills:

Electronic Portfolio
Clinical Knowledge and Skills Outcomes form
Standards-by-Semester form
Academic Knowledge and Skills Outcomes form
Guidelines for Internship Supervisors

Practicum supervisors must hold current ASHA certification. Direct supervision must be in real time and must never be less than 25% of the student’s total time with each client. Practicum must include experiences with populations across the life span and from culturally/linguistically diverse backgrounds. It must also include populations with a wide variety of disorders and levels of severity.

Affiliation Agreement: A legal agreement between the clinical affiliation site and FIU must be completed and signed by both parties before a student can be placed at the site as an intern.

Speech Language Pathology Program Guidelines: The programmatic responsibilities of the Communication Sciences and Disorders department, facility, and student are specified in the Mutual Responsibilities document.

Responsibilities of the Clinical Supervisor: The main responsibilities of each site supervisor are as outlined below:

Onsite Student Orientation: Site supervisors will provide orientation for the students before or during the first week of the internships. It is suggested that site supervisors provide students with specific information regarding the following:
   a. types of clients serviced at the facility
   b. documentation requirements (e.g. files, IFSPs, IEPs)
   c. video/audiotapes reviews or analysis expectations
   d. therapy sessions per week – prerequisite intervention skills and skills expected to be obtained at the site
   e. diagnostic evaluations and/or screening per week – prerequisite assessment skills, frequently used tests
   f. long and short term goals – documentation format expectations (e.g., S.O.A.P., Medicaid guidelines for notes)
   g. individual and/or group lesson plans – specify due dates and changes as internship progresses
   h. baselines and data collection procedures to be followed
   i. any unique intervention approaches or special programs utilized at the site
   j. facility policies regarding required orientations, health clearance, client confidentiality guidelines, universal hygiene precautions, CPR certification, etc.
   k. explanation of site’s guidelines re: amount and type of feedback that students may provide to the client and/or the client’s family

Supervision of Student’s Work: It is the responsibility of each supervisor to provide a MINIMUM of 25% supervision for each therapy and evaluation session. These are the minimum criteria established by ASHA. Ideally, the degree of supervision will decrease gradually from 100% to no less than 25% as the student progresses throughout the semester.
Written Feedback of Student’s Performance: The site supervisor may use the “Supervisor’s Observation Report” provided by FIU to evaluate student’s performance each session. The supervisor may select other forms to evaluate a student’s performance. Periodic written feedback is recommended to facilitate progress.

Documentation: Both supervisors and students are expected to complete all required documentation and send them to the Coordinator of Clinical Education at FIU in a timely manner. The due dates are provided in the letter to supervisors delivered at the beginning of the semester and in the students’ syllabus.

Guidelines for Students

Application for Clinical Practicum: Each student needs to complete an application for clinical practicum for each of the four semesters of clinical rotations. The application needs to be submitted to the FIU clinical coordinator when requested. Upon receipt of the applications the clinical coordinator will confirm that student has completed all prerequisites for the clinical facilities selected by the student and completed all required documents required by the College of Nursing and Health Sciences, contact clinical sites on the students’ behalf and request permission for the student to contact the supervisor for an interview, and confirm placement prior to the students beginning the rotation.

Student’s Responsibilities: Students are responsible for following the terms set forth in the Mutual Responsibilities document. Students are also responsible for completing all requirements as indicated by the clinical supervisor at the site. All documentation must be completed by due dates as specified by the clinical supervisor.

Requirements for Clinical Practicum: Before students can begin their clinical rotations they must complete the following at American Databank at www.fiuexpress.com:

- Criminal Background Check,
- Employment Check,
- Verification of Immunization documentation,
- CPR course,
- History and Physical Report,
- Ten panel drug screening
- Attestation Form
- Consent Release Form

Requirements to apply for Subsequent Clinical Practicum the student must:

- Earn a grade of ‘B’ or higher in Previous Clinical Practicum
- Complete required coursework
- Complete student’s evaluation of supervisor and site
• Submit all end of semester paperwork as listed on the syllabus
• Kept current with all requirements at American Databank.

Requirements for successful completion of clinical education include:

• Completion of 4 clinical rotations
• Completion and documentation of a minimum of 400 supervised clock hours.
• Grade of ‘B’ or higher in all clinical practicum courses
• Submission of Knowledge and Skills Outcomes portfolio

Clinical Affiliation Sites: Each clinical site with which the CSD department at FIU has an established written clinical affiliation agreement is eligible for selection as one of the prioritized sites being requested on the clinical practicum application. If no clinical affiliation agreement exists, the site is not eligible for placement of an FIU student. The “Clinical Affiliates Notebook” contains a description of the clinical sites, populations and additional requirements for coursework, clearances, etc., as well as the current listing of the names, contact persons, address, and telephone numbers for all approved clinical affiliations. Students are responsible for securing current copies of the supervisors’ certification and licensure during the first week of practicum.

Documentation Requirements for Students

-Background Check
-Employment Check
-Drug Screening
-CPR course
-History and Physical Report
-Immunization Report
-Knowledge and Skills Outcomes Portfolio
-Clinical Observation Report
-Observation Hours
-Clinical Practicum Application
-Clinical Clock Hours
-Summary of Clinical Clock Hours
-Clinical Practicum Mid-term/Final Evaluation

Documentation Requirements for Supervisors

Clinical Practicum Mid-term/Final Evaluation
Supervisor’s Observation of Clinical Session

Documentation Requirements for FIU Clinical Coordinator

Site Visit Observation Report
Summary of Clock Hours
Student Evaluation of Supervisor(s): Students are encouraged to rate each supervisor objectively using the “Student’s Evaluation of Supervisor” form. The forms are submitted to the Coordinator of Clinical Education at the end of the placement. Students are not obligated to show the site supervisor(s) the completed form(s). Supervisors are provided with a blank copy of the form for information regarding the areas addressed and the criteria.

Student Evaluation of Site(s): Students are asked to complete an “Off-Campus Site Evaluation” form for each practicum site after they complete their semester internship. The students’ feedback is kept confidential.
Calendar of Supervisory Events

Calendar of Supervisory Events: The following are dates that clinical Site Supervisors will utilize each semester:

1. **Start date**: Students officially start their internships one week after classes begin during the fall and spring semesters. They will begin on the first day of classes during the summer term.

2. **End date**: Students' last day of internship varies depending on the rotation. Students enrolled in an internship at MDCPS follow the Dade School’s calendar.

3. **Mid-term grade**: Students’ MIDTERM evaluation grades are due by the date designated in the syllabus; usually the Friday of the 7th week of internship.

4. **Final grade**: Students’ FINAL evaluations are due by the date specified in the Syllabus. The date is usually the Friday of their 14th week of internship (typically the Friday before Final Examinations week).

5. **Different start/end internship dates**: Modifications in starting and ending dates may be made if the internship site supervisor and student mutually agree. The Coordinator of Clinical Education must be notified in advance of the modification. All students must be registered in the appropriate Clinical Practicum Course during their entire internship experience to be covered by FIU student liability insurance. Therefore, modifications cannot include periods between semesters.

**Evaluation grades due dates (modifications)**: If the internship is extended or reduced, then the Midterm evaluation is due on the Friday of the middle of internship. The Final evaluation will still be due by the Friday of their 14th week of internship (i.e., the Friday before Final Examinations week) even if the student agrees to work at the affiliation site during final examinations week. For students completing a clinical rotation at MDCPS, the supervisor will submit a grade to be input on the date grades are due for FIU. If the student’s performance changes substantially between this time and the actual completion of the rotation, a grade change will be submitted by the Coordinator of Clinical Education.
Professional Issues
In addition to the guidelines provided by ASHA, all parties involved in the clinical process associated with the CSD program at FIU are reminded of the following additional issues:

Confidentiality: It is critical that all clinical information regarding the client (e.g., in private practice), patient (e.g., in hospital setting), and student (e.g., in schools) be kept confidential. All oral and written communication between client and clinician, including written reports and other clinical records are to be kept confidential. Information about the individual receiving intervention that is either in folders or computer databases must be kept confidential. Information can be released to specific parties (e.g., other professionals working with the client) only if the proper releases of information and/or permission forms are filled out by the person who has the legal power to do so (e.g., next of kin in the case of a minor client). Students are reminded that confidentiality of the persons they treat must be kept at all time, for example, clinical cases must not be discussed anywhere outside of the clinical situation (e.g., not in the restroom, elevator, etc.).

Liability Insurance: All students admitted to the Masters’ SLP program, who are also officially enrolled in a clinical practicum course (basic, intermediate, advanced, or specialty advanced), are fully covered by Professional Liability Insurance (Evanston Insurance Company) with no additional charge to the student. The limits of the liability are $1,000,000 per individual claim and $3,000,000 for the aggregate. Students are only covered by this insurance during the semester they are enrolled in clinical practica. Hence, they are not covered during semester breaks or after the semester ends.

Facility Orientation: Each student attending a new site should be oriented to that site. The orientation should include all the items that apply as specified in the Guidelines for Internship Supervisors (See Section II). Sites requiring special orientations, health clearance, specific dress codes, specific parking fees, and such, should inform the Coordinator of Clinical Education before students are placed at the facility.

Student Conduct: All students will follow all rules and regulations attached to each individual internship site. The Site Supervisor should immediately report any violations to the CSD Coordinator of Clinical Education at FIU. Violations which should be reported include the following:

- **Tardiness** - if a student is frequently tardy or frequently leaves earlier than the agreed upon ending time
- **Unethical Behavior** – if a student violates any part of ASHA’s code of ethics, and/or any part of the site’s code of ethics (e.g., providing feedback to client or client’s family without permission)
- **Dress Code** – if the student violates any regulations regarding dress code as specified by the site
- **Cleanliness** – if the student does not follow personal hygiene guidelines as specified by the site
Universal Precautions – if the student does not follow universal safety and health precautions specified by each site (e.g., forgets to use protective gloves when needed)

5. Disciplinary Procedures: If a student violates any rules and/or procedures associated with the clinical site, and/or university policies (see FIU graduate catalogue), such student will receive the necessary verbal and written warnings by persons in charge (at site and university) in a timely manner. The student will also be provided a written plan outlining expectations. If a student fails to heed the warnings, and/or comply with the plan set forth by the Coordinator of Clinical Education, the student will be subjected to disciplinary action by the CSD Department.

Some actions may include the following:

--Meeting among all parties involved (student, site supervisor, Coordinator of Clinical Education):

- A summary report will be completed by the Coordinator of Clinical Education of such meeting and it will be filed in student’s permanent academic file.
- A copy of the summary report of the meeting will be provided to all parties involved, and to the Chair of the CSD Department
- The consequence(s) for student’s violation(s) will be agreed upon by the Coordinator of Clinical Education, Site Supervisor, and the Chair of the CSD department
- Student will be informed of the disciplinary decision reached and written documentation of such decision will be placed in the student’s permanent academic file

--Student may be removed from the site
A student who is removed from a site will not receive credit for any of the hours accumulated at that site, nor will the site count as one of the four clinical sites required by the FIU CSD program to meet the ASHA clinical standard
--A student who receives a grade of B- or lower in two clinical practicum courses, will be dismissed from the program (see Section I “Grade Requirements).

6. Student Grievance Procedures: Please follow guidelines outlined in the University Graduate School website. Students may also contact the Office of the Ombudsman at (305) 348-2797 located in Graham Center 219.
Student Forms/Information

Clinical KASO Form (Expected Outcomes for Knowledge & Skills)
Instructions for Organizing Student Portfolios

HIPAA Assignment
Instructions for HIPAA Assignment

Practicum Application
Intern Data Sheet

Instructions for Code of Ethics Project
Instructions for case presentations

Clinical Behavior Descriptors
Midterm/Final Evaluation Form - excel format

Off-Campus Site Evaluation
Student Evaluation of Supervisor

Professional Standards - Physician Signature
Health and Physical Report

Final Evaluation Cover Sheet
Clinical Clock Hours Input Form
Student Contact Hours Tracking (Summary Sheets)
Clinical Observation Report
Record of Observation Hours
Certificate of Liability Insurance
Request for Affiliation Agreement