



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
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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.

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 Master's 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](#).

The Masters in Speech Language Pathology program requires a minimum of 61 semester hours of applicable coursework towards the masters' degree. This 61-semester hour course of study includes 46 hours of didactic coursework, 9 of which is Bilingual emphasis classes, 3 credits of elective coursework, and 12 hours of practicum enrollment. In addition, the student must pass a comprehensive examination (PRAXIS) prior to being conferred the MS degree. As part of the master's degree requirement, the student also will be expected to conduct and present a group masters' data-based research project that explores an in-depth topic (3 credits). Students choosing to complete a thesis will be exempt from the 3 credit hours of elective coursework and Masters Project but will be required to take 6 thesis credit hours.

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 Nicole Wertheim 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.

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 LIN5211 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
- SPA 5262 Linguistics for SLP (or LIN 5018 Introduction to Linguistics)

MS- SLP GRADUATE PROGRAM OF STUDY
DEGREE PLAN: 6 SEMESTERS-STANDARD

Year I:

Fall Semester: (16 Credits)

Course Number	Course Title	Credits	Grade
SPA 5204	Phonological Disorders	3	
SPA 5553	Differential Diagnosis of Communicative Disorders	3	
SPA 5402	Language Learning in Preschool Children	3	
SPA 5805	Research Methodology in CSD	3	
SPA 5935	Pre-Clinic Seminar	1	
SPA 5107	Neurological Bases of Communication	3	

Spring Semester: (12 Credits)

Course Number	Course Title	Credits	Grade
SPA 6410	Aphasia and Related Disorders	3	
SPA 5403	Language Learning in School-Aged Children	3	
SPA 6406	Dual Language Acquisition and Com Disorders	3	
SPA 5225	Fluency Disorders	3	

Summer Semester: (6 Credits)

Course Number	Course Title	Credits	Grade
PA 5500	Basic Clinical Practicum	3	
SPA 6565	Dysphagia	3	

Year One Total: 34 Credits

Year 2:

Fall Semester: (10 credits)

Course Number	Course Title	Credits	Grade
SPA 6232	Neuromotor Communication Disorders	3	
SPA 5216	Vocal and Velopharyngeal Disorders	3	
SPA 5502	Intermediate Clinical Practicum	3	
SPA 6930	Masters Project	1	

Spring Semester: (10 credits)

Course Number	Course Title	Credits	Grade
SPA 6505	Advanced Clinical Practicum	3	
SPA 6479	Communication Disorders and Aging in a Bilingual Society	3	
SPA 6005	Assessment & Treatment of Bilingual Child	3	
SPA 6930	Masters Project	1	

Summer Semester (7 credits)

Course Number	Course Title	Credits	Grade
SPA 6505	Advanced Clinical Practicum	3	
SPA 6254	Adult Cognition and Communication*	3	
SPA 6322	Aural Habilitation and Rehabilitation*	3	
SPA 6559	Augmentative and Alternative Communication*	3	
SPA 6930	Master's Project	1	

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. Masters' Thesis Option: Students wishing to complete a Masters' thesis will not be required to take these classes. They will register for 6 credits of Masters' 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: (16 Credits)

Course Number	Course Title	Credits	Grade
SPA 5204	Phonological Disorders	3	
SPA 5553	Differential Diagnosis of Communicative Disorders	3	
SPA 5402	Language Learning in Preschool Children	3	
SPA 5805	Research Methodology in CSD	3	
SPA 5935	Pre-Clinic Seminar	1	
SPA 5107	Neurological Bases of Communication	3	

Spring Semester: (15 Credits)

Course Number	Course Title	Credits	Grade
SPA 6410	Aphasia and Related Disorders	3	
SPA 5403	Language Learning in School-Aged Children	3	
SPA 6406	Dual Language Acquisition and Com Disorders	3	
SPA 5500	Basic Clinical Practicum	3	
SPA 5225	Fluency Disorders	3	

Summer Semester: (6 Credits)

Course Number	Course Title	Credits	Grade
SPA 5502	Intermediate Clinical Practicum	3	
SPA 6565	Dysphagia	3	

Year One Total: 37 Credits

Year 2:

Fall Semester: (10 credits)

Course Number	Course Title	Credits	Grade
SPA 6232	Neuromotor Communication Disorders and Augmentative Communication	3	
SPA 5216	Vocal and Velopharyngeal Disorders	3	
SPA 6505	Advanced Clinical Practicum	3	
SPA6930	Masters Project	1	

Spring Semester: (10 credits)

Course Number	Course Title	Credits	Grade
SPA 6505	Advanced Clinical Practicum	3	
SPA 6479	Communication Disorders and Aging in a Bilingual Society	3	
SPA 6005	Assessment & Treatment of Bilingual Child	3	
SPA 6930	Master's Project	1	

Summer Semester (4 credits)

Course Number	Course Title	Credits	Grade
SPA 6322	Aural Habilitation and Rehabilitation*	3	
SPA 6254	Adults Cognition and Communication*	3	
SPA 6559	Augmentative and Alternative Communication*	3	
SPA 6930	Masters Project	1	

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. Masters' Thesis Option: Students wishing to complete a Masters' thesis will not be required to take these classes. They will register for 6 credits of Masters' thesis in the second year of study. All students will register for a total of 61 credits in the program.

POLICIES and PROCEDURES

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. If a course is failed a second time, the student will be terminated from the program. Furthermore, any student who earns a grade of 'B-' or lower in more than two courses will be terminated from the program.

Student Intervention/Remediation:

Academic Aspects of Program: Students who receive a grade lower than B in any course will need to repeat the course. In such cases, students work closely with the course instructor to discuss demonstrated weaknesses and means of remediation relative to enhanced understanding of course information. Thus, for didactic academic courses, aside from retaking a course with a grade lower than B, remediation is planned on an individual basis with the instructor and the departmental chairperson as needed.

More specifically, if students do not make sufficient progress towards the learner outcomes for course, an opportunity for remediation will be provided. Remediation may include readings on selected topics, additional assignments, or meetings/counseling with the instructor. Students are responsible for tracking their own progress throughout the semester and to seek remediation when appropriate.

Student Remediation for Practica: The progress of student interns is monitored by the Coordinator of Clinical Education via the midterm and final evaluations, as well as, through any communication during the semester from the student intern or the supervisor regarding their concerns or expectations. If, at the midterm or any time during a student's rotation, a concern arises as to the student's likelihood for success in that particular rotation, a meeting may be conducted whereby all three parties, the student, the site supervisor, and the University coordinator meet to discuss the challenges the student is facing and the supervisor's expectations. If necessary, a remediation plan is developed that addresses such concerns or

expectations. At other times, the Coordinator of Clinical Education speaks to the student and supervisor individually, and the students' perceptions and supervisor expectations are shared with all involved. Again, if necessary, an intervention document may be developed.

Student curriculum:

All students enter the Masters' SLP program having completed courses in Introduction in Communication Sciences and Disorders, Audiology, as well as Normal Communication Development and Disorders. Relative to language, specific courses are offered in Language Disorders in Preschool children, Language Disorders in School-Aged Children, Adult Communication and Cognition, and Aphasia and Related Disorders to address development and impairment across the lifespan. For speech, specific courses are offered in Phonological and Articulation Disorders and Neuromotor Speech Disorders, as well as specialty courses in Dysphagia, Voice and Craniofacial Disorders, and Stuttering that address human communication development and disorders across the lifespan. For bilingual emphasis, students take courses in Dual Language Acquisition and Disorders, Assessment and treatment of the bilingual child, and Communication and Aging in a Bilingual Society. For clinical placements, students must complete four different clinical placements; at least two of these placements must be in a setting assessing/treatment preschool/school-aged children and at least one placement must be in an adult setting.

Diversity in Curriculum: The Masters' SLP program at FIU is a bilingual emphasis program. There are three 3-credit didactic courses in the curriculum that are completely focused on bilingualism and diversity, including Dual Language Assessment and Treatment in Children, Assessment and Treatment in the bilingual child, and Communication and Aging in a Bilingual Society. In all other academic coursework, diversity, equity, and inclusion are infused into the curriculum of each course. As FIU is in the city of Miami, many of the clinical placements will require students to work with patients and their families that may be bilingual or monolingual Spanish or another language. Throughout all of the academic coursework in the program, both monolingual English and bilingual students are trained in how to work with patients from culturally diverse backgrounds in their clinical internship settings.

The Masters' SLP program emphasizes a bilingual curriculum in which diversity, equity, and inclusion are infused across the curriculum, as well as in required courses that address cultural competency. As all students are required to complete the bilingual emphasis track, they are well prepared to identify and address issues related to implicit and explicit bias they may experience in clinical settings. Implicit and explicit bias are addressed in all aspects of assessment and treatment and discussed in all communication disorder classes. SLP coursework and clinical practicum at FIU regularly involves working with bilingual/multilingual individuals. As many of the students in the Masters' SLP program are bilingual and/or develop a thorough appreciation of the cultural and linguistic diversity existing among various groups, students are given opportunities to identify/acknowledge the impact of how their own set of cultural and linguistic variables influence the care of patients and their families. Cultural and linguistic diversity and competency

are addressed in all courses in the Masters' SLP curriculum. Discussion in all courses relative to different disorders and impairments provides opportunities to identify/acknowledge cultural and linguistic factors of patients and their families and the impact of these variables on service delivery in all types of settings.

Student Assessment: The curriculum is designed to build on earlier acquired knowledge and skills. Thus, formative and summative assessments occur each semester in various courses. Formative assessments in a course can include in-class quizzes, projects, papers, presentations, and case studies/reviews for each didactic course. Course grades are summative across many objectives. Other formal academic summative measures include conducting of a thesis or completion of the group Masters' project, as well as the academic and clinical portfolio that includes a sample of work completed in all didactic courses and clinical rotations throughout the Masters' program. In clinical courses specifically, students receive ongoing formative assessments from their supervisors at their sites as well as midterm and final evaluation of their performance in each clinical rotation. Clinical formative assessment also includes student development of lesson plans, SOAP notes, written evaluation reports, and other projects required at specific sites. Relative to clinical summative assessment, development by the student of a clinical portfolio represents skills acquired across all clinical rotations that is submitted to the Coordinator of Clinical Education prior to graduation. This portfolio submitted to each student's Calipso portal, includes a summary of achievement of clinical competencies, all clinical seminar projects, information on clinical practicum sites, as well as specifics regarding clinical hours and client populations seen at each site across the lifespan.

Student Advising: Students receive routine academic advisement at least once per semester. Clinical advisement also occurs at least once a semester, as well as on an as needed basis with the Coordinator of Clinical Education. All full-time academic faculty who contributes to the Masters' SLP program serve as academic advisors. Students have access to adjunct faculty on an as needed basis; adjunct faculty are expected to be available to students approximately two hours per week. <https://fiudit.sharepoint.com/sites/cnhs-csd/Shared%20Documents/Forms/AllItems.asp>

Evaluation of Student Progress: Students in the Masters' SLP program are evaluated in numerous ways by multiple faculty throughout the course of their program. Relative to clinical performance, the Masters' program does not have an inhouse clinic. Thus, all clinical hours are obtained at facilities in the community under the supervision of off-campus supervisors. Students receive clinical midterm and final grades from these supervisors which are submitted to the Coordinator of Clinical Education, who makes the final decision about the semester clinic grade. Relative to academic performance, students are enrolled in approximately two to five courses, depending on the specific semester in the program. Thus, typically, several faculty members are evaluating the student every semester in didactic, lab, and/or research classes/activities/experiences. Students in the Masters' SLP program are consistently provided with feedback regarding their progress in achieving the expected knowledge and skills. Every student schedules meetings with both their academic and clinical advisors each semester. At these meetings, the academic and clinical Knowledge and Skills Outcome forms are reviewed and discussed with the student via Calipso. Off-site supervisors complete clinical forms for their interns each semester, and forms are

digitally submitted to the Coordinator of Clinical Education for review. In off-site settings, if there are areas identified as needing remediation, plans are developed with the off-site supervisor, Coordinator of Clinical Education, departmental academic advisor (if appropriate), and the student on options to rectify the situation.

Praxis Mechanisms: All students in the Masters' SLP program are guided to take the Praxis exam during the Spring semester of their second year of study. At the beginning of this semester, students are instructed to have PRAXIS scores sent to the CSD department upon taking the exam. Additionally, during this semester, the Chairperson contacts all students, requesting that PRAXIS information, specifically score and Pass/fail status, be sent directly to the Chairperson and the CSD office. Students are guided to take the PRAXIS exam during the Spring semester of their second year of study. Students are instructed to have PRAXIS scores sent to the CSD department as well as send score and Pass/fail status directly to the Chairperson and the CSD office. The CSD office will input PRAXIS scores on the enrollment database for the MS-SLP program on the CSD department Sharepoint site to subsequently determine how many individuals have taken the PRAXIS exam each year.

Student Records:

During the 2020-2021 academic year, the Masters' SLP program changed all documentation for students' records to electronic storage via implementation of Calipso as well as use of the CSD Sharepoint site. The latter site includes advising rosters and logs, enrollment database, PRAXIS data, and application documentation for every student. The Calipso site maintains all clinical hour documentation, KASA documentation, and degree plans. These sites allow for maintenance of each student's records for the entire time of their matriculation in the program to degree completion. Student records also are governed by University Policy FERPA and BOT Regulation FIU 108: <http://regulations.fiu.edu/docs=269>

Institutional Record Policy: Florida International University (University) maintains Student education records in a confidential and secure manner in accordance with the Family Educational Rights and Privacy Act (FERPA) codified in 20 U.S.C. section 1232g, and sections 1002.225 and 1006.52, Florida Statutes. The University will not release or permit access to education records, or the personally identifiable information contained therein, maintained on a student except as otherwise permitted by law and this Regulation. Responsibility for custody of all Student educational records and personally identifiable information within them ultimately belongs to the University Registrar. Any University official in possession of education records is required to comply with FERPA and this Regulation. The University Registrar or designated custodian shall ensure that the procedures required by law and this Regulation are in place to control access to and disclosure of Student education records and personally identifiable information contained therein. BOT Regulation FIU-108: <http://regulations.fiu.edu/docs=268>

Enrollment Records and Completion Process: In conjunction with the CSD office and the Dean's office, the program maintains complete records and information on all students enrolled in the program on its Sharepoint site. This site includes an enrollment database, advising record schedule, and all contact information for each student enrolled in the program. The site

information is continually monitored by the Department Chairperson and the CSD office program coordinator. The program maintains complete records and information on all students enrolled in the program on its Sharepoint site. All students in the Masters' SLP program are assigned an academic advisor who meets with their student advisees at least once a semester throughout their program of study to graduation. Sharepoint site information is regularly monitored by the Department Chairperson relative to each student meeting semester requirements and time to degree. The program maintains complete records and information on all students enrolled in the program on its Sharepoint site. As indicated, all students meet with their academic advisor at least once a semester throughout their program of study to graduation. Times of advisement are recorded on the advisement logs record schedule in Sharepoint. If a student takes of leave of absence, this information also is included on the Sharepoint site

Clinical Practical in CSD at FIU

The clinical program is sequenced in such a way that most of the pediatric coursework will be completed prior to starting clinical practica and the majority of the remaining academic coursework is completed prior to the students enrolling in their adult clinical rotations. The first of four practicum experiences begins in either their second or third semester of study.

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

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](#) (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.

Guidelines for Internship Supervisors

Practicum supervisors must hold current ASHA certification as well as a current Florida Department of Health Speech Pathology license. Effective January 2020, all supervisors must have completed nine months of professional practice post ASHA CCC and .2 continuing education units related to the supervisory process. 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.

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
- 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 submit them CALIPSO or 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 must 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 Nicole Wertheim 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.

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,
- Drug screening,
- Attestation Form,
- Consent Release Form,
- And all other requirements as posted on American Databank-Complo.

If a student's drug screen is returned as "flagged" meaning the result was positive for one or more of the drugs being tested, the student will be given one additional opportunity to retake the

drug screen. Students are responsible for providing a list of all their medications to the screening agency prior to the drug screen. If an order is flagged for “dilute” the student must schedule another test within five days. A second failed drug screen could result in dismissal from the program. Additional drug screens may be requested prior to any given internship experience.

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
- Keep current with all requirements at American Databank.

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.

Documentation Requirements for Students and Supervisors

All documents for clinical rotations will be reported and documented in CALIPSO.

Submission and approval of clinical clock hours

Submission of Observation hours

Midterm and final clinic evaluations

Evaluations of sites

Evaluations of supervisors

Students are not obligated to show the site supervisor(s) the completed form (s).

The students’ feedback is kept confidential.

All Pre-Clinical requirements will be submitted to American Databank-Complio, including but not limited to: immunizations, background screenings, drug tests, employment verifications, CPR certification, health and physical reports, and all other certificates and requirements as posted on Complio.

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 in which they are enrolled. Typically, graduating students finish one week before other interns to allow time for Final Clinic Checkouts with the Coordinator of Clinical Education.

3. Mid-term grade: Students' MIDTERM evaluation grades are due by the date designated in the syllabus; typically, 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 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.

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.

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:

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, clinician and supervisor 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 Master's SLP program, who are also officially enrolled in a clinical practicum course (Basic, Intermediate, Advanced I, or Advanced II), are fully covered by Professional Liability Insurance 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.

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)

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.

- 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

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 for Certification.

A student who receives a grade of B- or lower in two clinical practicum courses, will be dismissed from the program.

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

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.

CSD Student Complaint Policy:

- 1) Student complaints of various natures including complaints/concerns about peers, instructors, program policies and procedures, and course grades are initially brought to the appropriate faculty and/or staff member for resolution.
- 2) If the complaint/issue cannot be resolved satisfactorily at these lower, more direct levels, then the student may bring the complaint to the Department Chair as necessary.
- 3) The complaint will be reviewed by the Department Chair who may request the presence of the student(s) and the instructor/staff member if appropriate for resolution.
- 4) If the complaint/concern involves departmental practices or departmental policies and procedures, the Department Chair will bring the complaint to the entire faculty at a faculty meeting for review and discussion. Determination will be made relative to whether departmental policies should be modified or re-considered.
- 5) If a conflict occurs for which there appears to be no resolution at the Department level, the student will be advised as to his/her rights to file a formal grievance. The student will be informed of the College and University formal grievance procedures.

Student complaints are reviewed by the faculty in department meetings to assess their impact on compliance with accreditation standards. Ultimately, the Department Chairperson has primary responsibility for reviewing complaints relative to their impact on compliance with accreditation standards. To date, no student complaint has indicated that the program is not in compliance with accreditation standards. Students who have complaints involving the CAA SLP Masters' accredited program and need additional information or clarification are instructed to contact CAA, American Speech-Language-Hearing Association, 2200 Research Blvd., #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

[Graduate School Grievance Policy](#)

[Policies and Procedures of NWCNHS \(including Grievance\)](#)

FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING & HEALTH SCIENCES

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS

TITLE: STUDENT SOCIAL MEDIA USE POLICY

POLICY: The Nicole Wertheim College of Nursing and Health Sciences will specify specific requirements, student responsibilities and recommended guidelines regarding the use of social media and web-based network platforms.

RATIONALE: The Nicole Wertheim College of Nursing and Health Sciences recognizes that social media and web-based network platforms and applications including, but not limited to, Facebook, Instagram and Twitter, are an important and timely means of communication. However, students who use these social media sites and applications must be aware of the critical importance of limiting the use of these sites and privatizing the settings of these sites and applications so that only trustworthy “friends” have access to the sites. Students must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a written of reprimand to dismissal from the program and expulsion from the university.

PROCEDURE

When using these social networking sites, FIU students in the Nicole Wertheim College of Nursing and Health Sciences are expected to conduct themselves in a mature, responsible, and professional manner. Discourse should always be civil, respectful, and in accordance with University Regulations. Student behavior should be in accordance with FIU's values and are bound by FIU-2501 Student Conduct and Honor Code.

Enrolled students represent the Nicole Wertheim College of Nursing and Health Sciences and Florida International University as a healthcare professional. With regard to Social Media, personal posts on any and all social media platforms, which currently exist or will exist in the future, should be appropriate to your profession in healthcare, and not reflect adversely on the College of Nursing and Health Sciences or the University. Students who violate social media guidelines will be in violation of the FIU-2501 Student Conduct and Honor Code, Section 5-K-1 and may be subject to disciplinary action.

1. Students must NOT transmit or place online individually identifiable patient information; this includes photographs of any kind.

2. Students must observe ethically prescribed professional patient-healthcare provider boundaries.
3. Students should understand that patients, colleagues, institutions, and employers may view postings on personal accounts.
4. Students should take advantage of privacy settings and should seek to separate personal and professional information online.
5. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Standards of professionalism are the same online as in any other circumstance. This includes postings regarding the University, the Nicole Wertheim College of Nursing and Health Sciences, faculty, staff, and peers.
7. Do not share or post information or photos gained through the healthcare provider-patient relationship.
8. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
9. Do not make disparaging remarks about patients, clinical sites, clinical rotations or field experiences, employers, co-workers, and/or peers even if they are not identified.
10. Do not take photos or videos of patients or any clinical setting on personal devices, including cell phones.
11. Promptly report a breach of confidentiality or privacy.
12. If students choose to list an email address on a social networking site, they should use a personal email address (not their fiu.edu address) as their primary means of identification.
13. Students may not represent themselves as another person.
14. Students may not utilize Web sites and/or applications in a manner that interferes with their academic/clinical responsibilities.
15. The following actions are not acceptable:
 - a. Display of vulgar language.
 - b. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.

c. Presentation of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

TITLE IX and TITLE VII

Refer to <https://regulations.fiu.edu/regulation> for current FIU regulations regarding: Sexual Harassment (Title IX) and Sexual Misconduct, Nondiscrimination, Harassment and Retaliation (Title VII)

