University of Florida
College of Public Health & Health Professions Syllabus
SPA6524 Practicum in Speech-Language Therapy (3)
Semester: Fall 2024, 1st Year Students
Delivery Format: External Clinical Placement Site

Instructor Name: Kristen Lewandowski
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Office Hours: By request
Preferred Course Communications: Email and phone

Prerequisites

- Graduate student in the Master's Program in Speech Pathology
- Enrolled in or completed Introduction to Clinical Methods
- Confirmed clinical placement with a site that has an active affiliation with the Department of Speech, Language, and Hearing Sciences

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PURPOSE AND OUTCOME

Course Overview

The purpose of this clinical practicum is to provide student clinicians with the opportunity to apply the knowledge and skills they develop in their academic coursework to practice settings in the field of speech pathology to prepare them for entry level professional practice as a licensed speech pathologist.

Relation to Program Outcomes

The content of this course is designed to help students meet requirements associated with the following clinical certification standards:

Standard IV: Knowledge Outcomes

IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the big 9.

IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

V-B: The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes in evaluation, intervention, and interaction/personal qualities.

V-C: The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

V-D: At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

For more details, refer to the ASHA certification standards here:
https://www.asha.org/certification/2020-slp-certification-standards/

Course Objectives and/or Goals
Upon successful completion of practicum 1, with emerging skills and support from clinical supervisors and course instructor, students will be able to:

1. Navigate a clinical setting in speech pathology.
2. Provide clinical services across the scope of practice in speech pathology under direct supervision of a licensed and certified speech pathologist.
3. Complete administrative tasks relevant to their clinical placement setting under the direct supervision of a licensed and certified speech pathologist.
4. Apply knowledge and skills learned in academic coursework to their clinical placement setting.

Instructional Methods
- Clinical instruction including direct teaching, modeling, and role release in clinical setting
- Please refer to Student Clinician Handbook for clinical education methods including teaching and feedback models

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DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Objective for Practicum Student
1 These week 1 tasks allow student and supervisor to set the stage for open communication and collaborating. Also, orienting to the clinical site builds student confidence and independence with therapy planning, interprofessional skills and more. Providing the student with caseload documentation allows them to get to know the caseload so they can be prepared to actively observe then transition to lead therapist.	1. Orientation: review site procedures, site map, site contacts, materials, evaluations, review important dates (holidays, breaks, time-off). 2. Begin active observations of sessions 3. Supervisor & student <u>share expectations & practicum goals</u> 4. Review caseload evaluations & goals (reports, plans of care, etc) 5. Student begins taking data on sessions as if they are treating SLP 6. Identify a time at least once weekly when supervisor & student can meet to discuss progress, planning, etc.
2 These week 2 tasks build on week 1's active observing and grant the student time to continue learning caseload goals and develop documentation skills. Also, identifying appropriate sessions to treat creates a timeline for when that will begin. Having student review and learn caseload goals gives student the information they need to start planning.	1. Follow up on orientation 2. Continue active observations 3. Continue student taking data 4. Identify 2+ sessions to treat 5. Begin planning therapy for those sessions
3 Having a syllabus that clearly indicates "week 3 you lead a session" prepares both supervisor and student for that expectation. Having a scheduled "debrief" ensures continued communication and learning.	1. Continue active observations 2. Plan therapy for the 2+ sessions identified in previous week 3. Student leads those 2+ sessions (if possible this week) 4. Documentation 5. Debrief first treatments
4 This week, the student and supervisor should collaborate on building the student's planning, treatment and documentation skills. If possible, identify and add another 2+ sessions to their caseload.	1. Treat identified sessions 2. Discuss with supervisor 3. Identify another 2+ sessions to treat 4. Plan therapy *From this point on, treatment, documentation and regular weekly check-ins between supervisor & student should be happening

5 This week, the student and supervisor should continue the momentum of building the student's caseload/workload. During this time, it is crucial that students receive specific and explicit positive and constructive feedback so students are aware of clinical strengths and areas to develop.	1. Continue treatment 2. Continue documentation 3. Continue debriefs/check-ins 4. Add more sessions
6 The student should be settling into therapy. It is a great time to include assessment skills, if that hasn't happened already.	1. Continue building caseload as appropriate 2. If hasn't happened yet, plan observation of evaluation 3. Review evaluation materials 4. During eval observation, student takes data, scores, etc. 5. Supervisor reviews treatment plan, recommendations, goal writing for eval 6. Discuss ICD-10 coding and billing codes for evaluation and treatment
7-10 By now, the student should hopefully be demonstrating present/adequate skills (as described on Calipso rating scale). Continue incorporating evaluation skills if possible along with evaluation report/goal writing. Be sure to include setting specific competencies (i.e. if in school setting, write and attend IEP, if in IP acute, complete bedside swallow evaluation, etc.) as well as general competencies, such as an oral mech exam.	1. Student conduct evaluation 2. Student develop treatment plan, recommendations, goal writing 3. Identify (if possible) more evaluation opportunities 4. Continue planning, treatment, documentation, coding/billing, debriefings 5. **Week 8: Half way through semester. Mid-term evaluation** due on Calipso. Supervisor complete and review with student**
11-15 These last several weeks, identify any gaps/areas to develop (skills not evident as described on Calipso rating scale or skills not yet exposed to) in students and hone in on building those up. Continue with evaluations. Also, challenge students by targeting one of the skills listed in this objective box.	1. Ensure use of evidence based practice. Have student identify and use an EBP intervention and provide the citation (if they haven't already) 2. Provide opportunities for student to demonstrate counseling skills 3. Does this setting have opportunities for specialized training? Now is a great time to share that significant clinical information with the student 4. Critical thinking and clinical decision making 5. Counseling, parent/family/caregiver coaching/training
16 For the student's last week, wrap up with honest feedback, reflection, and discussion on strengths, areas to develop, and recommendations for growth in the next placement. Provide continued goals for them to think about in their next placement.	1. **Final evaluation** due. Supervisor complete and review with student**

*Indicates formative assessment **Indicates summative assessment

Course Materials and Technology
- Practicum checklist (provided by instructor)
- Student Clinician Handbook (provided by instructor)
- Practicum syllabus (provided by instructor)
- Calipso
- Any material provided by your clinical placement instructor (varies)

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Assignments
- Complete midterm and final evaluation with your clinical placement instructor using Calipso

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Midterm evaluation	week 8	50%
Final evaluation	week 16	50%

Point system used (i.e., how do course points translate into letter grades).

Our program uses Calipso to complete midterm and final clinical evaluations. Students are rated on this program using a 1 - 5 rating scale (described below) that indicates where a student's particular skill is during that placement at specific times (midterm and final). A grade is generated by averaging the total points. For Fall 1 Practicum, students are expected to average at least emerging skills (average 2).

Performance Rating Scale

1   **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Clinical educator must model behavior and implement the skill required for client to receive optimal care. Clinical educator provides numerous instructions and frequent modeling. (skill is present <25% of the time).

2   **Emerging/Max Support:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with clinical educator input. Clinical educator frequently provides instructions and support for all aspects of case management and services. (skill is present 26-50% of the time).

3   **Present/Mod Support:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Clinical educator provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (skill is present 51-75% of the time).

4   **Adequate/Min Support:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Clinical educator acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

5   **Consistent:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Clinical educator serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

Calipso average rating of 2-5	A (meeting expectations)
Calipso average rating of 1.5-2	B (meeting expectations with support)
Calipso average rating of 1-1.5	C (not meeting expectations)
Calipso average rating of 0.5-1	D (not meeting expectations)
Calipso average rating below 0.5	F (not meeting expectations)

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
- Please refer to Student Clinician Handbook

Communication Guidelines
- Please refer to Student Clinician Handbook

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu