Master of Arts
Communication Sciences and Disorders

Degree Program for Speech-Language Pathology

Student Handbook
2019-2020 Academic Year

(August 20, 2019 – August 7, 2020)
Department of Speech, Language, and Hearing Sciences
College of Public Health & Health Professions
University of Florida
The Master of Arts in Communication Sciences and Disorders education program in speech-language pathology at the University of Florida is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. 2200 Research Boulevard, #310, Rockville, MD 20850; 800-498-2071 or 301-296-5700.

This Handbook is subject to revision during the academic year.
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Section 1: General Policies and Procedures
Dear Student,

We have developed this Program Handbook as a resource for you to use throughout your Master’s program. The Handbook contains information about the policies and procedures associated with the program, as well as details about what you need to do to prepare for professional practice in speech-language pathology after you graduate.

- You are responsible for reviewing the handbook carefully prior to the MA Program Orientation Meeting. At the start of the Orientation, you will be asked to submit a signed statement, verifying that you have reviewed the Handbook and understand the policies and procedures described within it.

- All students should review the Handbook regularly during the program.

- Please feel free to contact us if you have questions about the content of this Handbook.

If you have questions about policies and procedures associated with the Master’s program, we encourage you to consult the Program Handbook first. There is a very good chance that you will find the answers to your questions right here. Of course, if the answers you need aren’t here, please contact us. We are happy to assist you.

We are glad that you a part of our Master’s program, and we look forward to working with you in the coming semesters as we help you work toward your goal of becoming a certified speech-language pathologist.

Sincerely,

Lori-Ann Ferraro, M.A., CCC-SLP
Director of Clinical Education

Kenneth J. Logan, Ph.D., CCC-SLP
Associate Professor, Program Director
## Some Critical Dates for 2019-2020

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>August 20</td>
<td>January 6</td>
<td>Summer A&amp;C: May 11</td>
</tr>
<tr>
<td>Drop/Add</td>
<td>August 20-23; August 26 (11:59 pm of last day))</td>
<td>Jan 6 – 10 (11:59 pm of last day)</td>
<td>May 11-12 (11:59 pm of last day) for Sum A &amp; C</td>
</tr>
<tr>
<td>Deadline for Degree Applications</td>
<td>September 13</td>
<td><strong>January 31</strong>b</td>
<td>May 13 (Sum A) July 1(Sum C)</td>
</tr>
<tr>
<td>Classes end</td>
<td>December 4</td>
<td>April 22</td>
<td>June 19 (Sum A) August 7 (Sum B/C)</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 7 - 13</td>
<td>April 25 – May 1</td>
<td>In Class</td>
</tr>
<tr>
<td>Practicum begins</td>
<td>September 3 (1st year class)</td>
<td>January 6</td>
<td>May 11</td>
</tr>
<tr>
<td>Practicum ends</td>
<td>August 20 (2nd year class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externship begins</td>
<td>N/A</td>
<td>January 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Externship ends</td>
<td>N/A</td>
<td>April 24</td>
<td>N/A</td>
</tr>
<tr>
<td>MA Comprehensive Exam (2nd Year Class)</td>
<td>November 8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Midterm clinical evaluations due</td>
<td>October 10</td>
<td>March 2</td>
<td>June 19</td>
</tr>
<tr>
<td>Final clinical evaluations due</td>
<td>December 9</td>
<td>April 27</td>
<td>August 7</td>
</tr>
<tr>
<td>Final Grades Available</td>
<td>December 18</td>
<td>May 6</td>
<td>June 24 (A) Aug 12 (B/C)</td>
</tr>
</tbody>
</table>

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**IMPORTANT:** Additional important dates
See the UF Catalog for other critical dates such as fee payment deadline, late registration deadline, withdrawal from classes without fee liability deadline, etc.

**Practicum students follow the University holiday schedule. Practicum students may participate in clinics on University holidays, but are not required to do so. Externship students are required to follow the work and holiday schedule that the extern facility sets.**

**2nd year MA students who plan to graduate in Spring 2020 must submit a degree application by this date.**
Important Announcements for the 2019-2021 Cohort

Welcome to the MA Program at UF! This document contains important information about what you need to do before beginning the Fall 2019 semester.

- **Canvas site**: We have created a website in UF’s course management system (a.k.a. Canvas) called the “MA Program Student Center.” This is a website/forum where you can communicate with other students who are in the MA program. It is also a primary place for accessing advising information and other important details about the program. **We will provide you with access to the website by early May.**
  - You can log into the MA Program Student Center” by clicking on the following link: [https://elearning.ufl.edu/](https://elearning.ufl.edu/) and entering your Gatorlink ID and password. Please check this site regularly throughout your program for updates and information about the program.

- **UF Email**: I have emailed a copy of this document to the address you listed in CSDCAS and to your UF email address. From now on, please use your UFL email address for any and all correspondence that pertains to your degree program. Under federal privacy laws, we are not supposed to respond to questions about grades, academic performance, and so forth, if you are using a non-UF email address. **Please note that all future communication from the Department, College, and University to you will be done through the UF email address.**

**A. Fall 2019-2021 Cohort: REGISTRATION FOR FALL 2019 COURSES**

- **Student Self-Service Registration**: Now that you have been officially admitted to UF, you should be able to access the Student Self Service registration system via the Registrar’s Office or through this link ([https://student.ufl.edu/](https://student.ufl.edu/)). Open the Registration list from the menu in the left column (see My Online Services), and then click on the “Fall” link under “Register Now”.
  - Check the hours listed on the website to see when you can register for classes.
  - If you are unable to register for classes, it most likely is because you have a registration hold. If this is the case, please clear any holds that you may have, and then re-attempt to complete your registration. The Registrar will notify you about any holds that prevent you from registering. Common reasons for registration holds include (a) the need to provide UF with your immunization records, (b) unresolved financial issues, (c) the need to provide UF with an official academic transcript that shows you have received your undergraduate degree, and (d) the need to provide UF with current emergency contact information.
  - Please attempt to register for courses as soon as possible, and you must do so no later than the start of our MA-SLP Orientation meeting on **Monday, August 19, 2019**. (For more information on the orientation, see below!)
  - After April 29, 2019, if you have questions about registration please contact our Program Assistant, Brenda McDonnell ([bmcdonnell@phhp.ufl.edu](mailto:bmcdonnell@phhp.ufl.edu)). For questions that pertain to academic advising, contact Dr. Logan ([klogan@ufl.edu](mailto:klogan@ufl.edu)).

- **Fall 2019 Courses**: In the table below, you will find the list of classes in which you will need to register for the Fall 2019 semester.
  - Classes begin on **Tuesday, August 20, 2019**. For more information about important academic dates, please access the [UF Academic Calendar](https://registrar.ufl.edu/).
For more information about these courses and required textbooks see https://one.uf.edu/soc/

Fall Course Registration: Our Department will be registering you for the courses in the table below. You do not need to attempt to register yourself. Typically, we complete the course registration process by mid-June, if not sooner. In most semesters, our graduate classes meet in the HPNP Building; however, final room assignments are often not finalized until July. To access the UF Campus Map, click here.

Fall 2019 Schedule for 1st Year MA Students: Please check the Schedule of Courses in mid-August for updates to class locations.

<table>
<thead>
<tr>
<th>#</th>
<th>Course # &amp; Title</th>
<th>Section</th>
<th>Credits</th>
<th>Days/Period</th>
<th>Room</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SPA 5401: Speech Path Language Disorders</td>
<td>05SH</td>
<td>3.0</td>
<td>Tuesdays, Periods 2-4 8:30 – 11:30 am</td>
<td>Check Schedule of Courses in Aug</td>
<td>Gauger</td>
</tr>
<tr>
<td>2</td>
<td>SPA 6233: Speech Motor Control Disorders</td>
<td>1592</td>
<td>3.0</td>
<td>Thursdays, Periods 2-4 8:30 – 11:30 am</td>
<td>Check Schedule of Courses in Aug</td>
<td>Hegland</td>
</tr>
<tr>
<td>3</td>
<td>SPA 6410: Adult Lang Disorders</td>
<td>28BA</td>
<td>3.0</td>
<td>Wednesdays, Periods 2-4 8:30 – 11:30 am</td>
<td>Check Schedule of Courses in Aug</td>
<td>Lenius</td>
</tr>
<tr>
<td>4</td>
<td>SPA 6905 Clinicians Mtg 1</td>
<td>4243</td>
<td>1.0</td>
<td>Thursdays, Period 5 11:45 am – 12:35 pm</td>
<td>Check Schedule of Courses in Aug</td>
<td>Ferraro</td>
</tr>
<tr>
<td>5</td>
<td>SPA 6905: Intro to Clinical Practice^{a}</td>
<td>179H</td>
<td>1.0</td>
<td>Tuesdays, Period 5 (11:45 am to 12:35 pm), w/ Clinical Boot Camp (TBA)</td>
<td>Check Schedule of Courses in Aug</td>
<td>Ferraro</td>
</tr>
<tr>
<td>6</td>
<td>SPA 6524: Practicum in Speech-Language Therapy</td>
<td>Dept Cntrl</td>
<td>2.0</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Note: The time for SPA 6524 is to be arranged. We will assign you to an appropriate clinical practicum site by the start of the Fall semester. Clinic schedules vary by placement and the availability of the supervising clinician. Your clinic assignments take priority over non-academic activities such as work, volunteer events, and social activities.

^{a} SPA 6905 Intro to Clinical Practice also features an intensive boot camp at the start of the semester. Exact times will be provided prior to the start of Fall semester. You may have difficulty registering for this on you own because the Class number is controlled by the department. If necessary, we can assist you with registering for this class.

B. MANDATORY MA PROGRAM ORIENTATION

- Department of Speech, Language, and Hearing Sciences’ New Student Orientation: All incoming MA-SLP students are required to attend the New Student Orientation, which will be held in G-301 HPNP on Monday, August 19, 2019 from 8:30 AM to 4:30 PM.

C. REQUIREMENTS FOR COURSE ENROLLMENT

Prior to being able to commence with your Fall classes and your clinical placements, you must complete the seven requirements listed in this section, with supporting documentation, by the due dates indicated. **If you do not complete these requirements, your participation in the academic and clinical components of the program will be delayed.**

1. **Immunization Records:** Time Sensitive (Some immunization procedures must be underway well in advance of the start of classes. Start on this as soon as possible.)
All students are required to comply with UF’s Mandatory Immunization policies. You may have already received and completed the UF Student Mandatory Immunization Health History Form. If not, please be sure to complete the version for Health Professions and return it as indicated on the form. Please get started on this as soon as possible. Please read the Health History Form carefully as it contains information that goes beyond what is described in this handbook. All students in our MA program are required to provide proper and complete immunization documentation in the following areas to order to begin the program:

2. HEPATITIS B Vaccine: (Students are required to receive this vaccination. Three doses required, you must get first dose prior to start of classes.)
3. MCV4 (MENACTRA/MENVEO) / Meningococcal Meningitis Vaccine: Recommended for students living in dorm environments (see form). Signed waiver required if student does not have this vaccination.
4. TD or/and TDAP VACCINE: Required. See Mandatory Immunization Health History Form for details.
5. VARICELLA (CHICKENPOX): Required. See Mandatory Immunization Health History Form for details.
6. TUBERCULOSIS SCREENING: Required. See Mandatory Immunization Health History Form for details.

The UF Student Health Care Center can administer all of the immunizations and tests if you need to have them done. If you have questions about the immunizations, please contact the Student Health Center, in advance.

2. HIPAA Training & Privacy Statement: Due by August 1, 2019

All MA-SLP students are required to complete annual privacy training to meet the requirements of the Health Insurance Portability and Accountability Act (HIPAA). Please go to http://privacy.ufl.edu/uf-health-privacy/ and complete the following:

- Use the instructions on the main page of the website to register for the HIPAA & Privacy General Awareness training through http://mytraining.hr.ufl.edu/. Follow the instructions to complete HIPAA training. At the end of the training, you will be able to print out a certificate indicating you have completed this training. (If you select “Print to PDF” you can then save it to your computer. Please upload a copy of the certificate to the “HIPAA Training” assignment in Canvas. (Note: the assignment will be available for uploading information by May 24.)
- From the privacy homepage, click on the privacy statement (partway down the column on the left). Follow the instructions to read and register your agreement with the privacy statement. You will need your UFID number to complete this. Mark your primary role as “student” and your college as “Public Health and Health Professions.” As with HIPAA training certificate, save the completed privacy statement agreement as a PDF for your records and submit a copy to our Department via the corresponding “assignment” on the Canvas website. (Note: the assignment will be available for uploading information by May 24.)

3. Background Check: Due by July 3, 2019
All MA students are required to complete a background check. Before doing anything further for this requirement you first must read the additional information about the process of obtaining a background check in the MA-SLP Student Center. There will be a link added to the Student Center Homepage by May 24 for Background Check information. Background Check reports are sent directly to the Program Director, so there is no need to upload information for this requirement.

4. **CPR Certification: Due by August 16, 2019**

All MA students are required to obtain CPR certification. Certification must be current within 2 years. Your CPR training does **not** need to include First Aid training.

- If CPR training is not available in your area or you wish to wait until you are in Gainesville, you can do the CPR training through UF or other local centers. You can get information about UF’s class dates/times and cost on the Rec Sports website: [http://recsports.ufl.edu/classes/training-certification-courses/american-heart-association-heartsaver-first-aid-cpr-aed](http://recsports.ufl.edu/classes/training-certification-courses/american-heart-association-heartsaver-first-aid-cpr-aed)
- Upload proof of your CPR certification to the corresponding “assignment” on the Canvas website. (Note: the assignment will be available for uploading information by May 24.)

5. **Proof of Liability Insurance - Due by August 16, 2019**

All MA-SLP students are required to obtain liability insurance. Apply for this insurance **after June 30, 2019** by going to the following website: [http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp](http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp).

- Click on “Apply now” at the very top right corner of the computer screen.
- Fill out the necessary information. **For the “Requested Effective Date of Coverage, enter August 20, 2019.**

Please bring proof of your liability insurance coverage to the MA-SLP orientation meeting. **You will not be able to start any clinics until you provide proof of coverage.**

6. **Documentation of Observation Hours (25 hours) – Due by August 16, 2019**

You must provide documentation that you have completed 25 hours of supervised observation hours for clinical activities that fall under the scope of practice in speech-language pathology (this includes assessment and treatment activities in speech-language pathology and swallowing, as well as basic audiology procedures such as hearing screenings, impedance testing, and audiological rehabilitation activities related to developing or improving speech-language functioning).

On January 1, 2020, ASHA is changing the standard for how observation hours must be documented. The new standard stipulates that students’ clinical observations must incorporate active guidance from a certified speech-language pathologist. Documentation of observations that students complete after January 1, 2020 must include a sign-off from the supervising clinician that the observation featured such active guidance. Because CSD programs recently have been transitioning to meet this new standard, please be advised that we may ask you to complete additional observation hours that comply with the new standard, if you have not met the supervised observation requirement by December 31, 2019.

- You should upload a PDF file of your observation hour form(s) to the corresponding assignment in the MA-SLP Student Center Website on Canvas. (The assignment will be open after May 24.)
o All of your observations must be appropriately documented and signed by the person you observed.
  ▪ The SLPs or Audiologists who you observed must hold ASHA’s CCC credential. You must include the clinician’s ASHA member number and his or her state license number on the signed observation form.

• If you have not completed the observation hours or you lack appropriate documentation for observation hours, you should attempt to complete this requirement over the summer by arranging observations in clinics or schools near you.
  o We will post an Observation Hours Log Sheet to the Homepage of the Canvas website under the Class of 2019-2021 header. Please use this sheet to document any new observations you do.

• If you anticipate difficulty in completing all of the observation hours before August 20, 2019 please contact Dr. Logan as soon as possible at klogan@ufl.edu.

7. Review of the Master’s Program Student Handbook - Due by August 16, 2019

The Department of Speech, Language, and Hearing Sciences has developed a comprehensive MA-Program Student Handbook, which contains important information about program-specific policies and procedures. A copy of 2019-2020 edition of the MA Program Handbook will be posted on the MA Program Canvas Website by May 24, 2019, where you can access it over the duration of your program.

All newly admitted graduate students are required to review the Handbook prior to the Orientation Meeting on August 19, 2019, and then sign a document at the Orientation to verify that they have read the Handbook and understand and agree to abide by the information, policies, and procedures described in it.

There will be a brief quiz on the Handbook during the Orientation meeting, so be sure to review it a few times over the summer, so that you will be familiar with what it contains!

D. OTHER INFORMATION

1. TYPHON account for tracking Clinical Practicum Experiences and Mastery of Program Learning Objectives

Our program uses a web-based software system called Typhon for tracking clinical clock hours and attainment of program learning objectives. This system streamlines the documentation processes for clinical and academic work, and enables you to create logs of your clinical experiences. With this information, our program can be sure that you are on schedule to get all of the clinical experiences that are required for clinical certification. The information from Typhon also will benefit you when it comes time for externship interviews and employment interviews, because you will be able to generate summary descriptions of your clinical and academic learning experiences.

The Typhon system we use features a one-time registration charge, which the MA student must pay. The cost is approximately $90, and it provides you with access to the system over the course of our 5-semester graduate program and for several years after graduation. During the Orientation Meeting, we will provide you with information about how to register for Typhon. For now, we just want to make you aware of this system.
2. **Orientation Meetings**

- **The UF Graduate School** hosts an orientation for new students. This year, the [New Graduate Student Orientation](#) takes place on Monday, August 12, 2019 in the Reitz Union. This orientation is not required, but it is recommended, particularly if you did not complete your Bachelor’s degree. It provides a helpful overview of graduate education at UF, as well as information sessions from student organizations and campus partners.

- **If you hold a Teaching Assistantship**, the Graduate School also hosts a Teaching Assistant Orientation on Tuesday, August 13, 2019. You should see your TA appointment letter and/or check with your faculty supervisor to determine whether or not your attendance is required at this orientation. The session touches on a variety of important topics, including confidentiality of student records, classroom challenges and accommodations, and sexual harassment prevention.

- **The MA Program Orientation** for the incoming 2019 cohort is on Monday, August 19, 2019 from 8:30 am to 4:00 p.m. in Room G-301 of the HPNP Building. This meeting is required for all students in the cohort. (More details on this will follow over the summer.)

- **“Clinical Boot Camp”** -- During week 1 of the fall semester (August 20 - 23), the Intro to Clinical Practice course will have extended blocked meeting times. You should expect to spend approximately 10 hours that week engaged in clinical preparatory activities ("Clinical Boot Camp").
  
  - We will announce the exact schedule for the Boot Camp portion of this course by mid-May. Participation in these sessions is a pre-requisite to beginning clinical practicum.

3. **HONOR CODE REVIEW**

Review the [UF Student Honor Code and Code of Conduct](#). Students in our MA program are expected to adhere to the conditions of UF Student Honor Code and Code of Conduct. This document underwent a thorough revision in 2018. You are responsible for being familiar with the document – particularly pages 13 to 25 wherein information about violations of the code of conduct is presented in detail.

Other helpful links:
- [UF Graduate School](#)
- [UF Graduate Catalog](#)
- [UF Graduate Student Handbook (2017-18 version)](#)

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**Department Faculty:**
- See the Department webpage for a [directory of current faculty](#) (including their CVs), and [research laboratory activities](#).

**Department Staff:**
The following table shows areas of responsibility for those staff members in the Department of Speech, Language, and Hearing Sciences whose jobs intersect most directly with the Master’s program. For more information about these individuals and for a list of staff who work at our Department’s clinics, please see our [department website](#).

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Office/Contact/Areas of responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Beebe</td>
<td>2148 HPNP; (352) 273-6071 – Department business manager; Payroll processing</td>
</tr>
<tr>
<td>Meghan Jacobsen</td>
<td>2147 HPNP; (352) 294-5101; Administrative assistant to the Department Chair, Dr. Nittouer</td>
</tr>
<tr>
<td>Brenda McDonnell</td>
<td>2150 HPNP; (352) 294-8675 – Academic Program Coordinator (Undergraduate)</td>
</tr>
<tr>
<td>Aaron McEnery</td>
<td>2141 HPNP – Academic Program Coordinator (Graduate and Distance Learning)</td>
</tr>
<tr>
<td>Eileen Phillips</td>
<td>2143 HPNP; (352) 273-5294; Fiscal Assistant II</td>
</tr>
</tbody>
</table>

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Overview of Program, Department, College, & University

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ABOUT THE M.A. PROGRAM, THE COLLEGE, AND THE UNIVERSITY

1. The Department of Speech, Language, and Hearing Sciences is part of the College of Public Health and Health Professions, which is one of 16 colleges at the University of Florida.

a. MA Program’s Mission Statement:

- The mission of the Master of Arts program in Communication Sciences and Disorders education program is to prepare students to become speech-language pathologists who work to preserve, promote, and improve the functioning and general well being of individuals who wish to improve functioning in the areas of communication and swallowing.

b. MA Program Accreditation:

- Our program has held this accreditation continuously for over 50 years!
- About the CAA:
  - As indicated on their website, “The CAA serves the public by promoting excellence in the graduate education of audiologists and speech-language pathologists. Through a peer review process, the CAA establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality, and dedicated to audiology and speech-language pathology programs’ success in preparing future professionals.”

c. MA Program: Goals

- The goal of our program is to prepare professionals who are well qualified for employment in a range of education- and health-related settings and who, once employed, are recognized for their competence, leadership, ethics, and commitment to service and life-long learning.
- Our program strives to attain this goal by developing students who can independently design and deliver effective, culturally sensitive, and evidenced-based clinical services to individuals with differences or
disorders in communication and swallowing. Toward this end, our program strives to provide students with a high-quality academic and clinical experience that is directed by an internationally recognized faculty and based upon cutting-edge research, active learning, expert mentoring, and spirited engagement in service activities.

2. The University of Florida
   a. UF’s MISSION STATEMENT:

   "UF’s mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit."

   This mission is built on three interlocking elements: teaching, research/scholarship, and service, which span all the university’s academic disciplines.

   b. University Accreditation
      i. UF is accredited from Jan 2014 through Jan 2025 by Southern Association of Colleges and Schools Commission on Colleges (SACS).

3. The College of Public Health and Health Professions
   PHHP’s Mission Statement:

   "To preserve, promote, and improve the health and well-being of populations, communities, and individuals. To fulfill this mission, (the college) fosters collaborations among public health and the health professions in education, research, and service."

   The College has three main goals:
   (1) Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities and individuals.
   (2) Address priority health needs by conducting quality research and disseminating the findings.
   (3) Lead and actively participate in serving our university, our professions, and individuals and communities.

   CONGRUENT MISSIONS: The missions of the University, College, and Master’s program have a shared emphasis on excellence in education; promoting societal and cultural well being; and preparing our students to be leaders in addressing future societal needs.
INSTITUTIONAL EQUITY AND DIVERSITY

The University of Florida’s Human Resource Services webpage contains detailed information and policies that pertain to Institution Equity and Diversity.

As a matter of general policy, The University (of Florida) 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.* Refer to the Office of Institutional Equity & Diversity within UF’s Human Resource Services for additional information. For more information regarding UF’s commitment to equity and diversity, visit The Office of Institutional Equity & Diversity’s website at https://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/

If you need to contact them, use the following email address: eeo@ufl.edu

On their webpage you will find information about matters such as:
- Sexual Harassment
- The Office of Title IX Compliance
- ADA compliance
- Harassment
- Florida statutes, UF Regulations, and national legislation
- The “President’s Council on Diversity
- The UF Police Department’s Victim Services division
- UF’s Office of Institutional Planning and Research
ABOUT OUR DEPARTMENT: The Department of Speech, Language, and Hearing Sciences offers the following academic programs:

- **MASTER of ARTS IN COMMUNICATION SCIENCES & DISORDERS (MA-CSD)**
  - On campus – We enroll between 25 to 30 students per year. Total enrollment for this five-semester program usually ranges from about 55 to 60 students.
  - When you finish the program, your diploma will feature the degree descriptor “Communication Sciences and Disorders” rather than “Speech-Language Pathology.” The reason for this dates back to the 1960’s, when our program first began to offer the Master’s degree for entry-level practice in speech-language pathology. Please do not be alarmed that your diploma does not include the words “speech-language pathology”! The MA-CSD designator is perfectly acceptable with respect to your ability to gain employment and to attain clinical certification and state licensure.

- **Bachelor of Health Science - Communication Sciences & Disorders (BHS-CMS)**
  - On-campus – total enrollment for this upper division (junior/senior) program is approximately 140 students.
  - Online – total enrollment for this upper division (junior/senior) program ranges between 25 to 35 students, and is expected to grow with the launch of UF Online and the availability of four-year online-only degrees.

- **Doctor of Audiology (Au.D)**
  - On-campus – total annual enrollment across the 4-year program is 36 to 40 students.

- **Doctor of Philosophy (Ph.D.)**
  - This is a research doctorate. Students take courses in research design and statistics, as well as topic concentrations within the field of speech-language pathology or in specific aspects of speech, language, or hearing science. Our program partners with the College of Public Health and Health Professions to offer a Ph.D. in Rehabilitation Science. Students from our program typically focus their program of study, specializing in either in Communication Sciences and Disorders or in Swallowing/Airway Protection.

- **Post-Baccalaureate program**
  - This program is aimed at individuals who are seeking to complete pre-requisite course requirements that go along with graduate study in speech-language pathology. The “Post-Bac” program contains between 30 to 50 students per year, and includes individuals from across the United States.
COMMUNICATING WITH FACULTY & ACCESSING INFORMATION

HOW CAN STUDENTS COMMUNICATE WITH FACULTY?
There are several ways for students to communicate with the faculty of the M.A. program. The most common of these are listed below:

- **Email** – You must use your UFL email account when you are corresponding with faculty about matters related to courses, clinics, and other aspects of academic performance. This requirement is in place to protect the privacy of your educational records!

- **Office hours** – Students are encouraged to visit their instructors during office hours. Matters that may require multiple and/or lengthy emails and multiple back and forth exchanges usually can be addressed more efficiently via a face-to-face conversation.
  - All instructors are required to state their office hours on course syllabi. In addition, our program assistant, Brenda McDonnell, keeps track of when each professor holds office hours.
  - We provide our adjunct instructors with space in the main department area (i.e., 2nd floor of the HPNP Building) to conduct office hours.

- **Conversations by telephone or before/after class or clinic sessions.** As suggested above, for complex or detailed matters, face-to-face or telephone interaction often is the most efficient and effective means of communication. Program faculty and staff are happy to talk with you about issues that are of concern. So, please do not hesitate to contact us.

HOW CAN STUDENTS ACCESS INFORMATION ABOUT THE MA PROGRAM?
There are several ways to access information about the M.A. program.

- **The UF Graduate Catalog** – This contains all official UF policies related to graduate admissions, courses, grading, and so forth. If you have general questions about the Master’s degree, look here first.

- The SLHS Website ([https://slhs.phhp.ufl.edu](https://slhs.phhp.ufl.edu)) – Many of you are likely to be thoroughly familiar with our department website, having consulted it as part of the graduate school application process. Check in here regularly for updated news and information about the department.

- **The ASHA website**: The ASHA website contains a wealth of information for students who are preparing to become speech-language pathologists. Here you will find lots of information about conducting a job search, applying for clinical certification, as well as awards and scholarships.
• The Council on Academic Accreditation website (https://caa.asha.org): The CAA accredits our program. This website contains a wealth of information about processes and procedures related to program accreditation, including the various standards that programs like ours have to meet in order to become accredited.

• …and…This Student Handbook - This handbook contains policies, procedures, and other types of information that are specific to our program. Be sure to look in the handbook first when you have questions about what to do!
STUDENT ASSESSMENT AND STUDENT OUTCOMES

ONGOING EVALUATION AND ASSESSMENT: Our program evaluates its goals in relation to the University's and College's goals annually via discussions at faculty meetings and faculty retreats and as part of strategic plan development (which happens in five-year cycles).

Metrics we use to evaluate the extent to which we fulfill our mission are the following:

- The percent of students who complete the program and graduate on time (both are at or near 100% each year)
- The percent of students who secure employment within one year of graduation (for graduates who are looking for work, it has been 100% for over 20 years)
- The percent of students who pass the Praxis examination (since 2000, it has been 100% for all but three years)
- The extent to which our alumni contribute to innovation and development in the field of speech-language pathology (our alumni have accomplished some amazing things!)

Program Outcomes: 2015 through 2018

Table 1. Program Completion Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Students completing the program within the expected time frame</th>
<th># of Students taking longer than expected to complete the program</th>
<th># of Students not completing the program</th>
<th>% of Students completing the program in expected time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Sums</td>
<td>81</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Avg. per year</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2. Praxis Pass Rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Graduates with data available</th>
<th># of Graduates passing the Praxis on the first attempt</th>
<th># of Graduates requiring more than one attempt to pass the Praxis</th>
<th>% of Graduates passing Praxis on first attempt</th>
<th>Average Praxis Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>27</td>
<td>26</td>
<td>1</td>
<td>96%</td>
<td>182</td>
</tr>
<tr>
<td>2016-2017</td>
<td>28</td>
<td>28</td>
<td>0</td>
<td>100%</td>
<td>184</td>
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<tr>
<td>2015-2016</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>100%</td>
<td>183</td>
</tr>
<tr>
<td>Sums</td>
<td>80</td>
<td>79</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Avg. per year</td>
<td>23.67</td>
<td>23.33</td>
<td>0.33</td>
<td>98.8%</td>
<td>183.33</td>
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</table>

Table 3. Employment Rates In Profession

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Graduates with data available</th>
<th># of Graduates employed</th>
<th>% of Graduates employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>26</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>29</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>26</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Sums</td>
<td>81</td>
<td>81</td>
<td>--</td>
</tr>
<tr>
<td>Avg. per year</td>
<td>27</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

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Essential Functions and Technical Standards/Guidelines: Knowledge and Skills Essential to the Practice of Speech-Language Pathology and Audiology

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient/client care, individuals must have the following five types of skills and attributes:

- Communication
- Motor
- Intellectual-cognitive
- Sensory-observational
- Behavioral-social

These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items in the expanded lists below (*) are skills that are particularly relevant and should be present when a student begins the program. The burden is on the applicant to demonstrate that he/she can meet the essential functions or requirements of the program. The lists below represent technical standards and essential functions that are required (with accommodations when necessary) for admission and graduation.

All students pursuing a health care profession such as speech-language pathology or audiology “must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty” and the profession (AAMC, p. 2). Some students may have certain disabilities or combinations of disabilities which will require accommodations in order to meet the technical standards and essential functions required of all students. The faculty of the Department of Speech, Language, and Hearing Sciences recognize that and will “take all necessary steps to prevent unjustified discrimination against” individuals with disability (AAMC, p. 2).

It is the goal of the CSD program to graduate qualified individuals in the fields of speech-language pathology and audiology. Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the standards presented below. If you feel you are unable to meet these standards, it is your responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with and be verified as disabled by the Disabilities Resource Program on campus (http://www.dso.ufl.edu). All students admitted to the graduate programs in the Department of Speech, Language, and Hearing Sciences are beholden to the professional standards needed to successfully engage in the speech-language pathology and/or audiology professions.

**COMMUNICATION:** A student must possess adequate communication skills to:

1. Communicate sufficiently in English in order to engage in clinical activities
independently, conduct accurate assessments and provide effective intervention, provide consultation to patients/clients, caregivers of patients/clients, and health care professionals and perform other related functions associated with professional practice.

2. Demonstrate reading and writing skills sufficient to meet curricular and clinical demands.*
3. Demonstrate non-verbal communication skills sufficient to meet curricular and clinical demands.*
4. Modify communication style to meet the communication needs of the patients/clients, caregivers, and other persons served.*
5. Communicate professionally and intelligibly with patients/clients, colleagues, other healthcare professionals, and community or professional groups.
6. Communicate professionally and effectively on patient/client documentation, reports, and scholarly papers required as part of coursework and professional practice.
7. Convey information that is accurate, relevant and culturally sensitive.

**MOTOR:** A student must possess adequate motor skills to:

1. Access transportation to academic and clinical placements.*
2. Participate in classroom and clinical activities for the defined workday.*
3. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
4. Manipulate patient/client-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
5. Access technology for clinical management (i.e., billing, charting, therapy programs, etc.)
6. Be able to assist clinical clients/patients in case of fire or other emergencies.

**INTELLECTUAL/COGNITIVE:** A student must possess adequate intellectual and cognitive skills to:

1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet academic and clinical curricular demands.*
2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
4. Self-evaluate, identify, and communicate limits of one’s own knowledge and skills to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
5. Utilize academic and clinical instruction in order to make unique and dependent decisions.
SENSORY/OBSERVATIONAL: A student must possess adequate sensory skills, i.e., visual, hearing, and tactile skills needed to

1. Identify normal and disordered speech, language, hearing, and swallowing abilities,
2. Identify the need for alternative modalities of communication.
3. Identify anatomic structures.
4. Discriminate imaging findings.
5. Discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a patient/client does or does not understand the clinician’s written and/or verbal communication.

BEHAVIORAL/SOCIAL: A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.∗
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.∗
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.∗
5. Adapt to changing academic and clinical environments, which includes maintaining mature and professional demeanor while participating in a variety of settings. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
6. Accept appropriate suggestions and constructive criticism and respond by modification of behavior.
7. Dress appropriately and professionally.

PURPOSE OF ADA

The purpose of the ADA is to provide opportunities for persons with disabilities to compete with other (students) on the basis of their ability. Like the Rehabilitation Act, the ADA requires many entities ... to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, services and opportunities as those without disabilities. Schools must judge persons on the basis of their ability to complete the educational program rather than on their status as disabled persons.
Persons seeking admission must be able to perform the "essential functions" or meet the "essential eligibility requirements" of the program. It is up to each school to determine the "essential functions" or "essential eligibility requirements" of its educational program. Preadmission inquiry as to whether a person is disabled is not permitted, but a school may ask all students to review the essential functions and technical standards for admission and graduation to determine if they are able to meet those standards and functions needed to be successful as a student and as a future speech-language pathologist or audiologist:


- Speech-language pathology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Kenneth Logan (klogan@ufl.edu; (352_273- 6561).
- Audiology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Jill Raney

More information on ADA is available on the ADA website which is referenced below.

References

- http://www.ada.gov/infoline.htm
- American Association of Medical Colleges, n.d. The Disabled Student in Medical School: An Overview of Legal Requirements. Washington, D.C. Author

This document was developed by the Committee on Program Excellence (COPE) in the Department of Speech, Language, and Hearing Sciences, in consultation with University of Florida’s Americans with Disabilities Act Compliance Office. It was approved by COPE on December 16, 2011.

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Grievance & Complaint Procedures
Department of SLHS Grievance Procedure

POLICY
The Department of Speech, Language, and Hearing Sciences (SLHS) shall maintain a written student grievance procedure.

EFFECTIVE DATE: 08/15/2018

BACKGROUND
This grievance procedure is intended to insure that (a) each student has available to her/him clear instructions on how to bring grievances to the attention of SLHS faculty members and administrators and/or College of Public Health and Health Professions (PHHP) administrators, and (b) that student concerns are addressed in a prompt and fair manner.

In keeping with University of Florida policy, grievances are defined as dissatisfaction occurring when a student believes that any decision, act, or condition affecting him or her is illegal, unjust, or creates unnecessary hardship. These concerns include, but are not limited to: (a) academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority); (b) mistreatment by any University authority; (c) wrongful assessment of fees; (d) records and registration errors; (e) student employment-related issues; (f) scientific misconduct; (g) sexual harassment; (h) 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 specified under the Vietnam Era Veterans' Readjustment Assistance Act.

PROCEDURE
Additional information: For University grievance procedures see the UF Office of Human Resources website, the UF Graduate School Website (see link to Graduate Student Handbook on lower left of window), and the UF Sexual Harassment Policy.

Within the Department of Speech, Language, and Hearing Sciences, students must use the following procedure for academic grievances. Students are encouraged to seek consultation from the Dean of Students Office if there is a question regarding whether a grievance is considered academic in nature or to determine the most appropriate university entity to address non-academic grievances.

Informal Steps
a. The student is expected first to discuss his or her concerns directly with the individual(s) involved and attempt to attain resolution informally. However, if the student is not comfortable directly approaching the individual(s) involved because of fear of reprisal, the student may initiate the informal grievance procedure at Step b below. The individual(s) toward whom the student has expressed the grievance must respond to the student’s grievance either orally or in writing. The individual(s) alleged to have caused the grievance is/are free to consult with relevant University resources prior to response.
If a resolution is not reached, the student is encouraged to contact the appropriate department director in a timely fashion in an attempt to resolve the issue informally. The department director will provide consultation to the student in an effort to resolve the matter informally. Based on his or her judgment, the program director may also provide consultation to the individual(s) alleged to have caused the grievance and/or recommend a meeting with the student and other individual(s) involved in the grievance as part of the process of attempting to reach informal resolution. The program director is free to consult with relevant University resources as part of the resolution process.

**Department Directors within SLHS (effective July 1, 2019).**

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Program Director (SLP)</td>
<td>Kenneth J. Logan, Ph.D.</td>
<td>2146 HPNP; <a href="mailto:klogan@ufl.edu">klogan@ufl.edu</a>; 352-273-6561</td>
</tr>
<tr>
<td>Director of Clinical Education (Speech-language pathology)</td>
<td>Lori-Ann Ferraro, M.A.</td>
<td>2126 HPNP Building; <a href="mailto:loriferraro@phhp.ufl.edu">loriferraro@phhp.ufl.edu</a> (352) 265-5204</td>
</tr>
<tr>
<td>Academic Program Director (Audiology)</td>
<td>Jill Raney, Ph.D.</td>
<td>2146 HPNP</td>
</tr>
<tr>
<td>Director of Clinical Education (Audiology)</td>
<td>Krista Fitzgerald, Au.D.</td>
<td>2127 HPNP</td>
</tr>
</tbody>
</table>

**Formal Steps**

a. If a grievance has not been resolved through the informal means above and/or the student wishes to appeal the resolution determined through step (a) or (b) above, or if a student fears reprisal by bringing the grievance to the individuals listed above, a student may submit a formal grievance to the Chair of the SLHS Grievance Committee (or if the chair is the program director, then to an alternative representative on the Grievance Committee). The student must present the grievance in writing and include all supporting documentation in a timely manner.

- Current Chair of the SLHS Grievance Committee: Dr. Jill Raney, 2146 HPNP

b. If the student believes the grievance still exists after following the informal and formal steps above, the student may appeal the Grievance Committee decision to the Department Chair. The student must present the grievance or appeal in writing in a timely manner and include all supporting documentation. In the case of an appeal, the student is free to provide a written statement why he or she believes the resolution recommended by the Grievance Committee does not resolve the matter.

- Current Department Chair: Dr. Susan Nittrouer, 2147a HPNP; snittrouer@phhp.ufl.edu; 352-273-5303.

c. If the student wishes to appeal the final decision made at the departmental level, or if the student fears reprisal by bringing the grievance to the individuals listed above, the student may submit the written grievance or appeal of the decision to the Dean's Office
in the College of Public Health and Health Professions. (Contact person: Dr. Stephanie Hanson, Executive Associate Dean, 4101 HPNP Building; shanson@phhp.ufl.edu; 352-273-6377).

d. The student has the further right of appeal to the Dean of the College of Public Health and Health Professions. (Contact person: Dr. Michael Perri, Dean, 4101 HPNP Building; mperri@phhp.ufl.edu; 352-273-6214).

The student will receive a written response from the appropriate administrator to any formal grievance the student files within the college.

e. If the student wishes to appeal further after the Dean's ruling, the process for subsequent appeals is outlined in the UF Student Guide and the Graduate Student Handbook (for graduate students).

Students may wish to seek assistance or guidance during any portion of the grievance procedure from UF resources, such as the University Ombuds, Office of Human Resources, the College’s Office of Diversity and Inclusion, and/or the Dean of Students Office, including such departments as the Disability Resource Center and Student Conduct and Conflict Resolution.

For additional information about filing complaints, see the UF Dean of Students’ website, as well as UF’s Student Affairs - Regulations website, which contains a host of procedures and definitions related to student conduct and conduct violations.
Reporting Complaints against a Graduate Education Program to the Council on Academic Accreditation

Individuals have the right to file complaints about our MA program to the Council on Academic Accreditation (CAA). A complaint about an accredited program such as ours may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

The following information about the process for filing complaints against an accredited program is taken from the CAA Handbook. Many additional details are about the process are explained in the CAA Handbook. Individuals who wish to file a complaint first should read all of that information fully and carefully to be sure all procedures are followed prior to filing a complaint.

Criteria for Complaints (from CAA handbook April 2019 version, pp. 67-68)

“Complaints about programs must meet all of the following criteria:

1. Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
2. Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], including the relationship of the complaint to the accreditation standards;
3. be clearly described, including the specific nature of the charge and the data to support the charge;
4. be within the timelines specified below:
   - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
   - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
   - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

In addition…
Complaints also must meet the following submission requirements:

a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;

b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;

c. be submitted using the CAA’s complaint form [DOC]

d. must be complete at the time of submission, including the complaint and all appendices;

e. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.

f. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;

g. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology & Speech-Language Pathology
American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850

The complainant’s burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party."

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Confidentiality of Student Records

Access to students’ educational records is regulated by federal law. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the University of Florida to comply with the requirements of FERPA.

Student directory information that can be released to the public is limited to:

- Student name
- Class and college
- Local and permanent addresses
- Listed telephone number(s)
- Email address
- Enrollment status
- Most recent previous educational institution attended
- Dates of attendance at the University of Florida
- Major
- Degree earned
- Nature and place of employment at the university
- Honors and awards received
- Publication titles
- Participation in officially recognized or registered activities and sports
- Weight and height of university athletes

UF’s Office of the University Registrar, the Department of Housing and Residence Education, and Human Resource Services routinely release directory information to the public. Directory information may also be released by other university departments and/or employees. Currently enrolled students must contact the appropriate agency/agencies to restrict release of directory information.

- Students who want to restrict directory information must do so at the Office of the University Registrar in 222 Criser Hall. (see https://registrar.ufl.edu/directory)

- Students who live on campus also must request this restriction from the Department of Housing and Residence Education (next to Beaty Towers).
Students who are university employees also must request this restriction from Human Resource Services.

Students who do not want their addresses, phones or personal information published in the UF Directory should update their directory profile. Students should carefully read all information about privacy holds before making such a request.

All grievances and complaints are documented and handled in accordance with FERPA requirements and UF Educational privacy laws.

For more information about FERPA and matters related the confidentiality of educational records consult UF’s Student Handbooks (e.g., UF Graduate Student Handbook [here is a link to the 2018-19 handbook – updates for 2019-2020 should be available over summer 2019]). There you will find a host of information about student records, as well as links to websites that the Federal government maintains.

PERSONAL FOLDER (Electronic Files)

The program (or individual faculty who instruct our courses) keeps certain records about its graduate students. Most of these records are stored electronically on UF’s computer network. Information in the folder includes the following:

1. Materials associated with attainment of Clinical Certification Standards (e.g., tracking of academic courses and grades, tracking of examination performances (e.g., Praxis, Comprehensive Examination).
2. Documents associated with Student Development Plans (i.e., development plans that are implemented if a student does not perform satisfactorily in a class or on a program-learning objective).
3. Evidence of Observation Hours completion
4. Documentation of Clock Hours earned at Other Universities
5. Evaluation of Clinical Skills in SLP (evaluations from clinical supervisors)
6. Proof of liability insurance
7. Verification that students Immunization requirements have been met
8. Background Check
9. HIPAA Training Certificate

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Section 2: Academic Program - Overview
# Master's in Speech-Language Pathology

## Plan of Study for 2019-2020 Cohort

[Subject to revision]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td><strong>Spring, Year 1</strong></td>
<td>SPA 5204: Phonological Disorders</td>
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<td>Logan</td>
</tr>
<tr>
<td></td>
<td>SPA 6410: Adult Language Disorders</td>
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<td></td>
<td>SPA 6581: Dysphagia Management</td>
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<td>Humbert</td>
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<tr>
<td><strong>Summer, Year 1</strong></td>
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<td>Silverman</td>
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<tr>
<td></td>
<td>SPA 5254 – Neurocognitive Lang Dis</td>
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<tr>
<td><strong>Fall, Year 2</strong></td>
<td>SPA 5211 – Voice Disorders</td>
<td>3.0</td>
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</tr>
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<td>SPA 5225 – Speech Path: Stuttering</td>
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<td>Logan</td>
</tr>
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<td></td>
<td>SPA 6936 – Autism &amp; AAC</td>
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<td>Robuck</td>
</tr>
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<td>--</td>
<td>SLP Faculty</td>
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<tr>
<td><strong>Spring, Year 2</strong></td>
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</tr>
<tr>
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<td></td>
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<tr>
<td></td>
<td>Comprehensive Thesis Defense)</td>
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</table>

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## Master's in Speech-Language Pathology

**Plan of Study for 2018-2020 Cohort**

[Subject to revision]

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall, Year 1</strong></td>
<td><strong>SPA 5401 – Speech Path: Lang Disorders</strong></td>
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<td>Gauger</td>
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<td>Hegland</td>
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<td>Lenius</td>
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<td><strong>SPA 6905 – Intro to Clinical Practice</strong></td>
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<td>Ferraro</td>
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<td></td>
<td><strong>SPA 6905 – Clinicians Meeting 1</strong></td>
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<td>Ferraro</td>
</tr>
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<td></td>
<td><strong>SPA 6524 – Pract in Speech -Lang Therapy</strong></td>
<td>2.0</td>
<td>TBA</td>
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<tr>
<td><strong>Spring, Year 1</strong></td>
<td><strong>SPA 5204: Phonological Disorders</strong></td>
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<td>1.0</td>
<td>Ferraro</td>
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<td><strong>SPA 6524 – Pract in Speech -Lang Therapy</strong></td>
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<td>TBA</td>
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<tr>
<td><strong>Summer, Year 1</strong></td>
<td><strong>SPA 6805 – Intro to Graduate Research</strong></td>
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<td><strong>SPA 5254 – Neurocognitive Lang Dis</strong></td>
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<tr>
<td><strong>Fall, Year 2</strong></td>
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<td><strong>SPA 6942 – Externship Pathology</strong></td>
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<td>Ferraro</td>
</tr>
<tr>
<td></td>
<td><strong>SPA 6971 – Masters Research (to include Comprehensive Thesis Defense)</strong></td>
<td>3.0</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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Academic and Career Advising

The primary academic advisor for the M.A. program is the Program Director (Dr. Ken Logan). The Director of Clinical Education (Lori Ferraro, MA, CCC-SLP, provides advising as well, particularly in relation to clinical practicum and externship placements.

Students receive advising about academic matters in several ways:

- By consulting the Plan of Study for your Cohort (see previous pages).
- Through receipt of advising memos from the Program Director. The memos typically are sent via email and posted on the MA Canvas website.
- Via verbal announcements and question-answer sessions in classes. Dr. Logan teaches classes in semesters 2 and 4 of the program. Lori Ferraro teaches classes in semesters 1, 2, and 4 of the program. Announcements may be made before or after class meeting times.
- In semesters, 2, 3, and 4, the Director of Clinical Education announces clinic placements to students in the week or two leading up to the start of a semester. In that way, you should have ample time to make whatever arrangements in your schedule and transportation plans that are needed. In semester 1, clinic placements typically are announced during the first week or two of the term.
- Advising meetings with the Program Director and/or Director of Clinical Education

Feedback about academic and clinical performance:

- Feedback about academic performance is ongoing in each semester. The clinical faculty provides feedback about clinical performance at mid-term and at the end of each semester. If you have questions about how you are performing in a class or clinic, just ask the instructor/supervisor!
- Adjunct faculty may teach some graduate courses. In such cases, the adjunct faculty will be assigned office space in HPNP, and they will hold office hours. So, they should be available to all students for both academic and career advising. See course syllabi for more details.
- Teaching Assistants may be assigned to some classes. In general, these individuals are excellent resources for information about course requirements, assignment due dates, grade updates, and so forth. All TAs have office space in HPNP to meet with students during dedicated office hours. See course syllabi for more details.

Students receive advising about career matters in several ways, as well:

- All academic faculty members can serve as potential career advisors. Because faculty members have varying interests and experiences, certain faculty members may be better suited than others to provide you with information about
employment information related to specific aspects of clinical practice. Be sure to take advantage of our faculty’s expertise during career planning.

- UF’s Career Resources Center is ranked #1 in the nation! They are an excellent source for information about job-hunting strategies, preparing professional materials such as resumes, cover letters, and web page profiles.
  - The Career Resources Center assigns a liaison to each college. That individual is available for you to meet with regarding career planning and employment issues. Feel free to contact our liaison with your questions! The liaison’s office is located in the HPNP Building, in the central advising office on the ground floor.

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Accommodations and Support Services for Students

Our program’s faculty and staff are supportive of making reasonable adaptations in its curriculum, policies, and procedures to accommodate differences among individual students.

All course syllabi are required to contain information about key support services that UF offers. If you have a question about how to access such services, contact either the Program Director (Dr. Logan) or consult the syllabus for your course. That is a good place to start.

**Disabilities Resource Center** (DRC). If you are in need of accommodations due to a disability that hinders your ability to perform or participate in certain tasks or activities associated with the academic or clinical curriculum, please contact them.

The Disability Resource Center is housed in the Dean of Students Office and utilizes knowledge and expertise in the fields of disability and higher education to:

- Act as a resource for students with physical, learning, sensory or psychological disabilities;
- Facilitate and provide support for reasonable accommodations for students in order to afford equal access to academic courses, programs, and activities;
- Provide services to address the impact of disabilities on student performance and success in and out of the classroom;
- Empower students to articulate their strengths and advocate for their accommodations; and
- Create opportunities to educate the campus community on disability laws, trends, programs, and services.

**Counseling and Mental Health Services**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance.

If you find yourself facing problems affecting your coursework, you are encouraged to talk with your instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: [http://www.counseling.ufl.edu/](http://www.counseling.ufl.edu/).

*Do not wait until you reach a crisis to come in and talk with us. The Counseling and Wellness Center has helped many students through stressful situations that impact their academic performance. You are not alone, so do not be afraid to ask for assistance.*

*Also, if the circumstances in your life seem temporarily overwhelming, do not hesitate to talk with your instructors about the possibility of resetting assignment due dates and other similar deadlines. Professors often are very willing to make such accommodations.*

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Etiquette, Academic Integrity, and Professionalism

Etiquette & Professional Behavior

All students are expected to follow rules of common courtesy in all email messages, class discussions, and activities.

- When you are in class, students should participate and show active engagement.

- Chronic engagement in off task activities such as checking Facebook posts or texting classmates or others are signs of unprofessional behavior and can adversely affect your grade in a class or a clinic practicum. Professionalism is also an aspect of Clinical Certification. Do not jeopardize your reputation for professionalism by chronically engaging in off task activities! A simple solution to this problem is simply to turn off your cell phone during class.

Students are expected to arrive to class on time and to participate once in class. If you must miss a class for any reason, notify the instructor.

Most graduate classes and all clinical practicum sites have attendance policies. Be sure you understand the policy at each site, and follow their stated procedures for absence notification carefully. Failure to comply with attendance policies will affect your grades for professionalism and your overall grade, as well.

“Rumor Mills”: Many class cohorts develop Facebook Groups. While these groups probably have many positive elements, we also have found that they are a breeding ground for misinformation! If you have questions or concerns about some aspect of the program please speak with either the Program Director (Dr. Logan) or the Director of Clinical Education (Lori Ferraro). We can provide you with accurate information!

Academic Integrity:

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.”
The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. In addition to managing one’s own behavior, students also are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

- UF Dean of Students Office: Student Handbook & Student Honor Code
- https://sccr.dso.ufl.edu/students/student-conduct-code/
- UF Graduate School Student Handbook (see UF Graduate School website)
Ethics

Students are responsible for reading and comprehending ASHA’s Code of Ethics, which is summarized in a downloadable document from the ASHA website.

There are four main principles in the ASHA Code of Ethics (2016) document:

**Principle of Ethics I:** Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

**Principle of Ethics II:** Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
**Principle of Ethics III:** Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

**Principle of Ethics IV:** Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Each of these principles is accompanied by a set of rules. Thus, there is much to know about the Code of Ethics then just the four principles above!

Students will be tested on their knowledge of the Code of Ethics as part of class activities in SPA 6905: Clinicians’ Meeting.

ASHA’s website has other useful resources that pertain to ethics in clinical practice. One such webpage, *Issues in Ethics*, features interesting or challenging ethical scenarios:

- Issues in Ethics: Ethical Issues Related to Clinical Services Provided by Audiology and Speech-Language Pathology Students

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Program Learning Objectives
To complete the M.A. program successfully, students must demonstrate the following outcomes.

**Standard IV-A: Knowledge of Statistics and Sciences**

*Students will be able to describe/discuss...*

- Basic concepts in biological sciences as related to human or animal sciences, including human anatomy & physiology
- Basic concepts in physical sciences, specifically in either physics or chemistry
- Basic concepts in social and behavioral sciences
- Basic concepts in statistics

**Standard IV-B: Knowledge of Basic Human Communication and Swallowing Processes**

*Students will be able to describe/discuss the bases of basic human communication and/or swallowing processes. (See bulleted lists below.)*

<table>
<thead>
<tr>
<th>Human Communication Processes</th>
<th>Human Swallowing Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Bases</td>
<td>Biological Bases</td>
</tr>
<tr>
<td>Neurological Bases</td>
<td>Neurological Bases</td>
</tr>
<tr>
<td>Acoustic Bases</td>
<td>Acoustic Bases</td>
</tr>
<tr>
<td>Psychological Bases</td>
<td>Psychological Bases</td>
</tr>
<tr>
<td>Developmental Bases</td>
<td>Developmental/lifespan Bases</td>
</tr>
<tr>
<td>Linguistic Bases</td>
<td>Linguistic Bases</td>
</tr>
<tr>
<td>Cultural Bases</td>
<td>Cultural Bases</td>
</tr>
</tbody>
</table>

*Students will be able to compute information pertaining to normal and abnormal human development across the lifespan.*

**Standard IV-C: Knowledge of Nature of Communication Disorders and Differences**

*Students will be able to describe/discuss...*

- Etiologies of disorders affecting major clinical areas (see note below).
- Characteristics and correlates of disorders and differences (*select all that apply, from below*).
  - Anatomical/physiological correlates of disorders and differences affecting ____.
  - Acoustic correlates of disorders and differences affecting ____.
  - Psychological correlates of disorders and differences affecting ____.
  - Developmental correlates of disorders and differences affecting ____.
  - Linguistic correlates of disorders and differences affecting ____.
  - Cultural correlates of disorders and differences affecting ____.

²Major clinical areas include: (1) articulation, (2) fluency, (3) voice & resonance, (4) receptive and expressive language (as realized in speaking, listening, reading, writing, and manual modalities), (5) hearing, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication (including challenging behavior), and (9) communication modalities.

**Standard IV-D: Knowledge of Principles and Methods of Prevention, Assessment, and Intervention**

*Students will be able to describe/discuss...*

- Principles and methods of prevention as they pertain to all major clinical areas
- Principles and methods of assessment as they pertain to all major clinical areas
- Principles and methods of intervention as they pertain to all major clinical areas
  - Anatomical/physiological correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
Psychological correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
Developmental correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
Linguistic correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
Cultural correlates of prevention, assessment, and intervention as they pertain to all major clinical areas

Major clinical areas include: (1) articulation, (2) fluency, (3) voice & resonance, (4) receptive and expressive language (within speaking, listening, reading, writing, and manual modalities), (5) hearing, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, and (9) augmentative & alternative modalities.

Standard IV-E: Ethics

- Students will demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F: Research processes and principles

- Students will be able to describe research methods and principles, particularly as they apply to evidence-based clinical practice.
- Students will be able to evaluate/assess various types of clinical information accurately with respect to suitability for evidence-based clinical practice.

Standard IV-G and IV-H. Professional affairs and credentials

- Students will be able to describe/discuss contemporary professional issues that affect speech-language pathology.
- Students will be able to describe/discuss basic information about certifications, licensure, and other relevant professional credentials, as well as local, state and national regulations and policies that relate to professional practice.

Standard VI-G: Clinical Skills (based on performance during 400 hours of appropriately supervised clinical experience [25 hrs of observation, 375 hours of direct client/patient contact with a diverse client/patient caseload].

- Students will demonstrate the ability to...

Evaluation:
  a. Conduct screenings
  b. Collect case history information
  c. Select and administer appropriate evaluation procedures
  d. Adapt evaluation procedures to meet patient needs
  e. Use assessment data to make diagnoses and recommendations
  f. Complete administrative and reporting functions related to clinical evaluations
  g. Refer clients for appropriate services

Intervention:
  a. Develop collaborative intervention plans (with appropriate, measurable goals)
  b. Implement intervention plans with client and other relevant individuals
  c. Select, develop, and use appropriate prevention and intervention materials
  d. Measure and evaluate patient performance and progress
  e. Modify treatment plans to meet client needs
  f. Complete administrative and reporting functions
  g. Refer clients for appropriate services

Interactions, Personal Qualities, and Professional Practice Competencies:
  a. Communicate effectively and appropriately, orally and in writing, with people of varying backgrounds
  b. Collaborate with other professional in case management (collaborative practice)
c. Provide professional counseling to patient and relevant others

d. Adhere to ASHA Code of Ethics and behave professionally

e. Demonstrate satisfactory attainment of the following **Professional Practice Competencies:**
   - Accountability
   - Integrity
   - Effective communication (and see “a” and “c” above)
   - Clinical reasoning
   - Evidence-base practice
   - Concern for individuals served
   - Cultural competence
Capstone Assessment (Non-Thesis Track):  
MA Comprehensive Examination

This is the approach we used in Fall 2018. It is currently in review for possible revision.

The MA Comprehensive Examination is the capstone experience for students in the non-thesis track of the Master’s program. (For students in the thesis track, the thesis defense constitutes the capstone assessment.) Successful completion (i.e., a passing score) of the MA Comprehensive Examination is a required component of your program. An overview of the procedures and format associated with the comprehensive examination follows.

1. Areas of assessment
In most years, the comprehensive examination includes 8 or 9 areas of assessment. Examples of assessment areas from one recent examination are presented in the table below. Students rotate through one station per assessment area. The allotted time per station is usually between 10 to 15 minutes. Exam topics vary somewhat from year to year, but are drawn from the “Big Nine” areas of clinical practice. Here is an example of how examination topics have been covered in recent years. The composition of your exam may differ from what is indicated below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysphagia</td>
<td>Humbert</td>
</tr>
<tr>
<td>Adult language disorders</td>
<td>Lenius</td>
</tr>
<tr>
<td>Child Language Disorders &amp; Assessment/Diagnosis concepts</td>
<td>Gauger</td>
</tr>
<tr>
<td>Fluency &amp; Phonology Disorders</td>
<td>Logan</td>
</tr>
<tr>
<td>Professional issues &amp; Ethics</td>
<td>Ferraro</td>
</tr>
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<td>Speech Motor Control Disorders</td>
<td>Hegland</td>
</tr>
<tr>
<td>Cognitive Communication Disorders</td>
<td>Altmann</td>
</tr>
<tr>
<td>Voice and resonance disorders</td>
<td>Silverman</td>
</tr>
<tr>
<td>AAC and Autism/Social Bases of Communication</td>
<td>Zenko</td>
</tr>
</tbody>
</table>

2. Examination times
Students report for the comprehensive exam at an appointed time block. It is critical to show up at your assigned time block, and not at another time block! Please arrive at the testing site at least 15 minutes early. The table below shows a sample time schedule from a recent examination. The schedule for your examination will likely differ a bit from this.

<table>
<thead>
<tr>
<th>Block</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:30 a.m.</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>11:20 a.m.</td>
<td>12:20 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>1:40 p.m.</td>
<td>3:10 p.m.</td>
</tr>
</tbody>
</table>

3. Scoring Rubric for Responses: Here is a scoring rubric that we have used in recent years. A student receives nine such ratings – one for each test station.

First, the student’s response is scored in terms of completeness, accuracy, and organization:

<table>
<thead>
<tr>
<th>Graded Components</th>
<th>High Pass (3)</th>
<th>Pass (2)</th>
<th>Low Pass (1)</th>
<th>Fail (0)</th>
<th>Total score (Max = 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Completeness/Depth</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
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</table>
b. Accuracy  

<table>
<thead>
<tr>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>High Pass</td>
<td>Pass</td>
<td>Low Pass</td>
<td>Fail</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Then, the “Total score” is interpreted on the rating scale. “7” = “pass”. Qualitative comments about the student’s response are added in as well.

Examination Scoring

1. SATISFACTORY: To pass the comprehensive examination, students must:
   - Receive a score of “Pass” or above on at least 5 of the 9 areas.
   - Have no “fail” responses.
   - In other words, the minimum score needed to pass the examination is 5 “Pass” grades and 4 “Low Pass” grades.

2. INCOMPLETE: Students will be assigned a grade of “incomplete” if they:
   - Do not meet the criteria for “satisfactory” performance, but...
   - Receive a score of “Pass” or above on at least 5 of the 9 areas, but fail one of the remaining areas, or...
   - Receive a score “Low Pass” on five or more of the areas, with no failing scores.

   Students who receive an “incomplete” will be assigned remedial work, which must be completed satisfactorily. Remedial assignments may include having to repeat portions of the examination. The content of remedial work and associated due dates will be determined by a faculty committee that include the Program Director and one or more of the other examiners.

3. UNSATISFACTORY: Students will be assigned a grade of “unsatisfactory” if they do not meet the criteria for either “satisfactory” or “incomplete” performance.

   Students who receive an “unsatisfactory” will be assigned remedial work, which must be completed satisfactorily. Remedial assignments may include having to repeat the entire examination. The content of remedial work and associated due dates will be determined by a faculty committee that include the Program Director and one or more of the other examiners.

4. Preparing for the SLHS Comprehensive Examination In Speech-Language Pathology

The following information is intended to help you prepare for the Department of Speech, Language, and Hearing Sciences’ written comprehensive examination in speech-language pathology. Because the questions on the examination change regularly, we do not have a detailed study guide for you to use. Still, you should find the following suggestions helpful as you prepare for the examination.

The written examination is intended to be a "capstone" of your graduate program. The Department uses the exam for “summative assessment” of your academic and clinical knowledge. The first step in preparing for the examination is simply to review your class notes, textbooks, and associated materials. As you review these materials, consider this very broad question: "What are the main things I learned during this class and in my graduate program?"

Certainly, you are not expected to memorize every detail from every class, but you should be able to clearly articulate broad themes and principles from your classes and support these with specific details. The examination questions deal largely, but not exclusively, with clinical issues. Thus, you should review basic principles and practices related to assessment, prevention, and treatment of speech-language disorders. You should be able to explain, in detail, (a) how to conduct common clinical procedures, (b) the
rationale and circumstances for using such procedures, and (c) the pros/cons/limitations associated with such procedures. Many of the questions will involve "case studies," in which you are given details about a fictitious client and asked how to proceed in assessment, prevention, or treatment. Other questions may deal with broader topics concerning the etiology or characteristics of speech, language, or swallowing disorders.

One study strategy you might wish to follow is to organize course materials using the "knowledge and skills" format around which clinical certifications are based. That is,

1. Describe the etiologies and characteristics associated with disorders across the "Big Nine" clinical areas. The Big Nine clinical areas are: Articulation, Fluency, Voice, Child and Adult Language, Swallowing, Hearing; Cognition; Social Bases of Communication; and Communication Modalities (Augmentative & Alternative Communication). Etiology of disorders in each of these areas can be discussed in various ways, e.g., predisposing factors, precipitating factors, perpetuating factors. Characteristics of a disorder can be discussed in terms of anatomical, physiological, and psychological factors, developmental/lifespan issues, linguistic factors, and cultural correlates.

2. For the "Big Nine" areas, describe the primary principles and practices used for preventing, assessing, and treating these problems. Be able to relate specific clinical skills to the "Big Nine" Areas. For example,
   - How would you go about screening for a ______ disorder?
   - How would you go about obtaining a case history for a person with a ______ disorder?
   - How would you go about evaluating a person for a ______ disorder?
   - How would you go about diagnosing a ______ disorder?
   - How would you determine the prognosis for a client with a ______ disorder?
   - What types of referrals might be needed for a client with a ______ disorder?
   - Which professionals might you need to collaborate with when treating a person with a ______ disorder? Under which circumstances and for how long would collaboration be necessary?
   - What are some likely treatment goals that one might pursue for patients with a ______ disorder?
   - How might goals and treatment practices change with the age, cultural background, and/or gender for patients with a ______ disorder?
   - What types of materials or methods would you use to address the treatment goals for patients with a ______ disorder?
   - What are some important things to consider when counseling patients or families about a ______ disorder?
   - What are some ethical issues that one should consider when treating a patient with a ______ disorder?

3. Your responses will be graded for accuracy, completeness/depth, and clarity/organization. To increase your chances of getting a passing score on each response, keep in mind the following:
   - Explain yourself clearly. Avoid making the professor guess at what you mean.
   - Use professional terminology and use it correctly.
   - Always provide more detail rather than less detail.
Do not assume that the professor who evaluates your response knows that you “already know” the material (even if you have already had a class with the professor.) Let each professor see the depth of your knowledge! Let each professor know that you have retained important concepts from his or her class.

Support your ideas with evidence whenever possible. Examples: “To treat the patient, I likely would use a _____ approach. Clinical trials have shown that this strategy is effective for both adolescents and adult patients.”

Organize information. Example: when discussing a treatment program for a child with a phonological disorder, begin with an introductory statement that outlines the treatment techniques you plan to discuss. Then, write summarize each in some detail (why it is being used, how it will be taught, etc.)

Read the question carefully and address everything that you are asked to address. Do not omit any part of any question.

Integrate classroom and clinical material. For example, when addressing a case study about a child with language impairment, draw upon knowledge and skills that you have developed from the entire program...clinics, classes, and perhaps other lectures or conferences you’ve attended.

Present a clear, concise rationale for clinical procedures. For example, “I would use this approach for the following reasons: _____, _____, and ______.” Back up statements about clinical practices with evidence from the research literature.

Use “if...then” scenarios to demonstrate your knowledge of the complexities of clinical practice. For example, “If the patient exhibited symptoms “a” and “b,” I would use approach “c,” because...

This outline won’t cover every "angle" that a faculty member will ask about, but it should be a very good place to begin. Again, there is no need to buy new textbooks, read new journal articles, etc. Mainly, spend time carefully REVIEWING the experiences you have already had both in the classroom and in the clinic.

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MA – Thesis Track: Policies and Procedures

1. Pre-Application Procedures
   a. Students who are interested in applying to the Thesis Track should schedule time to meet with graduate faculty who conduct research in area(s) that are of interest. The purpose of the meeting is for students to learn about the each graduate faculty member’s research and to discuss research topics that the student might pursue.

2. Application procedures
   a. Complete the MA Thesis Track Application form:
      i. Application due date: Final day of classes, Fall semester of Year 1
      ii. Following the meeting between the student and graduate faculty member, the student and graduate faculty member each will decide whether he/she wishes to move forward with the Thesis Track Application process. If there is mutual interest in moving forward, the faculty member will direct the student to complete the Student Items portion of the MA Thesis Track Application form.

   b. Applicant Review Meeting
      i. Date: MA Program Faculty will meet at the start of the Spring semester to review applications for the MA Thesis Track. Decisions about Thesis Track applications will be finalized by the end of third week of the Spring semester.
      ii. Graduate Committee composition: After a student is accepted into candidacy for the Thesis Track, he or she will then work with the faculty mentor to identify a second faculty member (one who holds Graduate Faculty status) to serve on the student’s MA Thesis committee. In most cases, the second committee member will be a member of the graduate faculty who has expertise in matters that relate to the thesis topic.

3. Written Contract/Syllabus: Students who are accepted into the Thesis Track must meet with the thesis mentor (and, when relevant, the second faculty member on the student’s graduate committee) to develop a written contract/syllabus that describes thesis-related expectations and requirements. The meeting should take place no later than February 15 (Spring semester, Year 1). The contract should include the following information:
   a. Thesis Project Timeline: Start and finish dates for primary components of the thesis (e.g., IRB submission, data collection, data analysis, reliability checks, first drafts of thesis chapters, final draft of thesis, UF Graduate School deadlines, etc.)
   b. Description of the Student’s Thesis-Related Activities/Requirements: e.g.,
      i. Initial list of required and recommended readings that foster the student’s knowledge of specific research-related issues as well as
the broader research/health science context within which the research fits (it is expected that the reading list will evolve over the course of the project);

ii. Required/recommended clinical placements or observations;

iii. Required/recommended trainings (e.g., software, instrumentation, HIPAA, BBP/BMW, UF Libraries workshops/consultations for literature reviews, Refworks/Endnote etc.)

iv. A description of general Department-level, thesis-related requirements, and links to UF Graduate School Handbook/website for additional information about the Thesis requirements.

v. A description of requirements for the format and scope of the Thesis Defense, procedures for scheduling and announcing the defense.

4. Thesis Defense:

   a. Requirements: Each student will complete a thesis defense that

      i. Complies with University and College criteria/procedures regarding presentation format, and

      ii. Incorporates elements wherein the student demonstrates his or her knowledge of both the thesis itself and how the thesis topic/content relates to the broader content of speech-language and swallowing process and disorders.

      o In this way, the Thesis Defense will require the student to demonstrate comprehensive knowledge of issues that come under the scope of practice in speech-language pathology.
APPLICATION FOR MA THESIS
Department of Speech, Language, and Hearing Sciences

Your Name: Date of Application:

1. Briefly describe your current areas of interest with respect to academic clinical, and/or research issues in speech-language pathology and swallowing.

2. Prospective Mentor(s): Which graduate faculty member(s) have you approached with regard to serving as a mentor for your Master’s thesis? (If more than one, indicate the faculty member whose research is aligned most closely with your interests and career goals.)

3. Briefly describe your anticipated scheduling commitments for the upcoming Spring, Summer, and Fall semesters.
   - Classes:
   - Anticipated clinical placements:
   - Other/Extracurricular (e.g., work, volunteer commitments):

4. In light of your response to Question 2 above, how much time per week do you anticipate having available to devote to a Master’s Thesis project?

5. Indicate the grades that you expect to receive upon completion of current semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 5401</td>
<td>Lang Disorders</td>
<td>SPA 6233: Motor Speech Disorders</td>
<td>SPA 6905: Intro to Clinical Practice</td>
</tr>
<tr>
<td>SPA 6905</td>
<td>Clinician’s Meeting</td>
<td>SPA 6524: Clinical Practicum</td>
<td></td>
</tr>
</tbody>
</table>
6. Brief Personal Statement (100 word maximum): What do you hope to accomplish by completing a thesis? How does the Thesis Track fit with your long-term academic and professional goals?

************

Program Use Only:

Mentor Comments/Statement of Support:

Comments from Applicant Review Meeting:

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The Praxis Examination in Speech-Language Pathology

The Praxis Examination is an online examination that the Educational Testing Service administers. It is not required for graduation from the Master’s program; however, a passing score on this test is required for the Certificate of Clinical Competence. For this reason, we strongly recommend that you take the Praxis Exam before your graduate, while concepts and facts are still fresh in your mind!

Most of our students take the Praxis around the same time as the Oral Comprehensive Examination. Historically, our pass rates on the Examination have been excellent, and in most years, all of our students pass the examination on their first attempt.

- You will take the Praxis examination in Speech-Language Pathology (#0330) from the Educational Testing Service. (See www.ets.org for more information.)

Reporting Your Praxis Score

- Our program is required to track these Praxis scores as part of our program accreditation. Thus, please enter the University of Florida code to have your score sent to the department. If you forget to enter UF as a score recipient, the Program Director will contact you about sending a copy of your score report to us.

- You also should send a copy of the score report to ASHA, as they will need this information to process your CCC application.

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Department of Speech, Language, & Hearing Sciences

GRADUATION PROCEDURES

Please read this document carefully and pay close attention to the deadlines. You will be responsible for making sure that you have completed all paperwork for graduation.

☐ You must apply to graduate

To qualify for graduation, students must meet all associated graduate school requirements and must demonstrate evidence of having met all program learning outcomes and, with them, ASHA’s standards for clinical certification.

Do not miss the deadline to submit your graduation application. Doing so will mean that your graduate date (and, most likely, your ability to begin your professional employment) will be delayed until the end of the following semester.

☐ For example, if you were planning to graduate in Spring and missed the deadline to apply for graduation, your graduation would be postponed until the end of the Summer C semester.

From the Office of the Registrar

☐ If you are planning to graduate in December, you must apply no later than the Fall degree application deadline as stated on the register website. (Also see the Important Dates table in the beginning of this Handbook.)

☐ If you are planning to graduate at the end of Spring Semester, you must apply no later than the Spring degree application deadline as stated on the register website. (Also see the Important Dates table in the beginning of this Handbook.)

☐ It is your responsibility to check for any other degree application requirements on the Registrar’s website.

☐ Complete an exit survey (online) and provide post-graduation contact information.

  ○ In the final weeks of the semester,
    ○ You will be asked to provide post-graduation contact information as well as information about post-graduation employment plans and status (we need employment data for program accreditation). You must provide this information before you can receive your signed CCC Verification form from the Program Director.
    ○ You also will be asked to a Qualtrics survey, in which you will provide feedback and suggestions about your graduate program.

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Clinical Education Program - Overview

Note: Additional Materials about Clinical Practicum and clinic policies is provided to students over course of the Master’s program in the form of supplemental handouts and documents that are distributed in SPA 6905: Clinicians Meeting.

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Overview of Clinical Practicum: Basic Procedures & Policies

PROFESSIONAL BEHAVIOR

Students are expected to act in a professional manner at all times. Attendance at clinics is mandatory. Tardiness will not be tolerated. The only acceptable reason for missing clinic is death in the family or illness. You should be prepared to document your absence.

CLINIC ASSIGNMENTS AND AMOUNT OF SUPERVISION

Students are expected to participate in clinics from 10 to 20 hours every semester, during times that their academic classes do not meet. Students may not see patients unless a speech-language pathologist with the certificate of clinical competence is present in the facility. Students should always be supervised in accordance with the standards set by the American Speech-Language-Hearing Association (ASHA).

CLINICIANS’ ROOMS at UFSHC (Shands Hospital)

A student room is provided in the UF Speech and Hearing Center (UFSHC). This is to be utilized only when you are on a clinic assignment. The room is often shared with audiology students and can be quite crowded on busy clinic days. Please do not eat in this room. There are other areas of the building that are available for lunch and snacking. The door to the student room should remain closed at all times.

Lockers are available for use while in clinic. It is strongly suggested that personal items (purses, backpacks, etc.) be stored in lockers to prevent theft. Please see the staff at the front office desk to obtain access to a locker. They are big enough to be shared.

REQUIRED SUPPLIES

Each clinician is expected to purchase the following supplies that he/she will be using in evaluation and therapy.

- Penlight and batteries
- Stopwatch
- Digital audio recorder for recording your sessions

PLEASE CONSULT YOUR SUPERVISOR FOR OTHER ANY SITE-SPECIFIC DIRECTIONS.
**END OF SEMESTER CHECKOUT:**

At the end of each semester, be sure to:

1. Complete an evaluation for each of your clinical supervisors. Scan this and forward to Lori Ferraro.
2. Make sure that your clock hours are accurate and have been signed/verified in Typhon.
3. Check with your supervisor to make sure that he or she has completed your clinic evaluation and has sent a copy of it to Lori Ferraro.
4. Schedule a meeting with the supervisor so that s/he can review your end-of-semester evaluation and grade.
5. Return any materials to the site that you may have borrowed during the semester.
6. Thank your supervisor for offering his or her time, expertise, and guidance during the semester.

**Understanding UF’s Clinical Education Model**

Because all graduate programs in speech-language pathology differ in their approach to clinical training, we provide clinical supervisors with an overview of our training model. It is important for students to understand it too.

Here is an overview of our clinical education model so that you can better understand the knowledge and skills that clinical faculty and external supervisor will expect from you. For additional information, see the [clinical evaluation form](#) and accompanying [grading scale](#), which was presented earlier in this Handbook.

**First and Second Semester:** We make every effort to place 1st year students in clinical settings that are commensurate with their previous coursework and academic experiences. Undergraduate level courses provide a knowledge and skill platform for basic concepts related to speech and language disorders. In addition, supervisors at individual sites will provide you with additional learning activities and resources that are specific to their sites.

- Supervisors usually will have you begin a clinical experience by observing them. Observation may last anywhere from 1 to 3, and may continue in incidental fashion throughout the semester.
- **IMPORTANT:** If you feel that you lack the knowledge needed to perform a particularly clinical skill, please inform your clinician immediately. You and your clinician can develop a learning plan at that point to “get you up to speed.”
- Students are expected to reflect on information from their academic courses in order to apply such information to clinical practicum experiences. It is common for there to be a mismatch between classroom information and information that a
clinical supervisor presents to you. When this occurs, it presents an excellent learning opportunity through discussions between the student and the course instructor, the student and the supervisor, or perhaps, all three individuals.

- Clinicians Meeting provides students with information about professional aspects of clinical practice. Students are expected to apply these concepts to their clinical practice, as well.

- As noted above, students should be participating in clinical experiences for at least 10 hours per week during the first two semesters of training. Students are expected to be in clinic at the times that were set at the beginning of the term. Students must notify supervisors of absences, and absences from clinical should only occur for reasons related to illness or family emergency.

**Third and Fourth Semester:** By the third semester, the Director of Clinical Education will assign students to a wider variety of placements. Such assignments reflect students’ growing knowledge and developing clinical skills. Students should be in their clinic setting at least 15 hours per week, as scheduling and caseload characteristics allow.

**Fifth Semester:** In the fifth semester, non-thesis students complete a full-time externship. They are in the clinic setting between 36 and 40 hours a week. Students completing a thesis complete a fifth practicum and are in clinic 15 to 20 hours a week.

**Post-Graduation:** After receiving the master’s degree, graduates complete a full-time clinical fellowship. Supervision at this level is more flexible and the Fellow is expected to function independently with daily work assignments.

Please contact Ms. Lori Ferraro if you have any questions about the education model or supervision. Please see contact information on the first page.

**Clinical Assignments**

The Director of Clinical Education assigns students to their clinical placements. This is a very challenging job, as the Director has the job of attempting to balance students’ perceived career interests with national clinical certification requirements that call for a diverse and broad set of clinical education experiences!

Students may request to be assigned to certain types of placements. All such requests will considered carefully and weighed against the program’s need to place all graduate students in a range of clinical settings. We aim to help students attain the following experiences:

- Work with a range of patient ages
- Work with patients from a variety of language, social, racial, ethnic, cultural, and economic backgrounds
- Work with a range of disorder types and severities (e.g., speech disorders, language disorders, cognitive communication disorders, swallowing disorders ranging from mild to severe)
• Work in a range of clinical settings (e.g., schools, private practice, hospitals)
• Work with a range of clinical supervisors (i.e., different people, people with different training backgrounds and areas of expertise)

**CLINICAL SUPERVISION:**
**PROCEDURES AND REQUIREMENTS**

The standards for the Certificate of Clinical Competence state that students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.).

**Who is qualified to supervise clock hours?** Clinical supervision for clock hours in speech-language pathology can only be provided by persons who currently hold both the ASHA CCC in speech-language pathology and the appropriate state licensing credential (i.e., speech-language pathology license). Audiologic services that fall under the speech-language pathology scope of practice can be supervised by a comparably certified and license audiologist).

**Effective January 1, 2020,** all clinical supervisors must have a minimum of nine months practice experience post-certification AND demonstrate completion of two hours of professional development in the area of supervision post-certification.

At UF, the Director of Clinical Education and the Program Director work together to ensure that only qualified individuals provide supervision. Nonetheless, student clinicians can assist with this verification process by being sure each supervisor includes both their ASHA member number and their state license number when signing off on clinical clock hours. Also, students can encourage them to include copies of these documents in their supervisor profile on Typhon.

**How can I verify the clinical certification and licensure status of my clinical supervisors?** The easiest way verify the clinical certification status of your clinical supervisors is to use the search tool that the American Speech-Language-Hearing Association provides on its’ website. You can access this tool at this link: [VERIFY CLINICAL CERTIFICATION STATUS.](http://www.asha.org/Certification/SLP-FAQs/) You can verify a supervisor’s state license status on the website for the [Florida Board of Speech-Language Pathology and Audiology.](http://www.asha.org/Certification/Certification-Standards-for-SLP--Clinical-Practicum/)

**Supervision and Clinical Certification FAQs and Information:**


Frequently Asked Questions about Student Supervision: http://www.asha.org/SLP/supervisionFAQs/


Student Supervision: http://www.asha.org/slp/supervision/


Clinical Fellowships: http://www.asha.org/certification/Clinical-Fellowship/

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DOCUMENTING CLINICAL CLOCK HOURS

Students are required to accrue a minimum of 375 hours in direct client/patient clinical service activities. If a student and one or more other students or co-treating or co-assessing a patient, each student is allowed to count only the time that he or she personally spent working with the client. Students cannot count time that they spent observing another student work with a client, even if both students are in the same room with a client at the same time.

Clinical certification standards state that the student must complete a program of study that includes experiences sufficient in breadth and depth to skills that are sufficient for entry in the professional workplace in the areas of evaluation and intervention, and in their interaction and personal qualities, as well. For this reason, our program requires that students have varied clinical experiences - direct patient contact with both children and adults; a combination of assessment and treatment activities in a variety of settings, and with a variety of patient populations (e.g., differing ages, different economic, language, and cultural/ethnic backgrounds).

The tables and figures below are presented to provide you with a general sense for the number and types of hours that students earn at various points of the programs in recent years. You may find that in some semesters, especially semester 1 and 2 that your clock hour total is below the average numbers in the table below. In general, that will not be a problem at all.

Summary statistics for average number of clock hours earned by semester.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Average # Assessment Hours Earned</td>
<td>15.26</td>
<td>28.77</td>
<td>28.44</td>
<td>25.00</td>
<td>46.66</td>
<td>144.13</td>
</tr>
<tr>
<td>2. Average # Treatment Hours Earned</td>
<td>54.73</td>
<td>44.63</td>
<td>34.86</td>
<td>47.64</td>
<td>151.10</td>
<td>332.96</td>
</tr>
<tr>
<td>3. Average # Total Clock Hours Earned</td>
<td>69.99</td>
<td>73.40</td>
<td>63.30</td>
<td>72.64</td>
<td>197.76</td>
<td>477.08</td>
</tr>
<tr>
<td>(± 42)</td>
<td>(± 48)</td>
<td>(± 29)</td>
<td>(± 35)</td>
<td>(± 72)</td>
<td>(± 74)</td>
<td></td>
</tr>
<tr>
<td>4. Average # of Cumulative Hours Earned</td>
<td>69.99</td>
<td>143.39</td>
<td>206.69</td>
<td>279.32</td>
<td>477.08</td>
<td></td>
</tr>
<tr>
<td>(± 42)</td>
<td>(± 48)</td>
<td>(± 29)</td>
<td>(± 35)</td>
<td>(± 72)</td>
<td>(± 74)</td>
<td></td>
</tr>
</tbody>
</table>

- As shown in the table above,
  - On average, the total number of clock hours completed over the course of the program is about 477 (±74);
  - The average number of hours earned after Semester 1 is 69.99, but there is wide variability, with most students completing between 38 and 112 hours;
  - By the end of summer semester, students completed an average of about 200 hours (again, however, there is considerable variability across students);
  - Not surprisingly, summer semester, which lasts only 12 weeks, tends to yield the fewest number of clock hours (average is 63);
  - Semester 5 is when students complete their externship, and this yields the greatest number of hours (average is about 198 hours);
  - On average, about 30% of all clock hours involve assessment activities, and 70% involve treatment activities.
Web-based Systems for Clock Hour Documentation

Our program has been using the Typhon software program to document clinical clock hours and related practicum experiences and information.
Students are responsible for entering their clock hour information in a timely fashion. Supervisors must approve the hours you have entered. It is your responsibility to work with your supervisors in the clock entry-verification process.

If you do not enter your information into the software system within two weeks of the date that the clinical activity took place, you will not be allowed to count the activity toward the 400 clinical clock hours that are required for the program and clinical certification.

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Evaluation of Clinical Supervision

All students are required to complete an evaluation of their clinical supervisor at the conclusion of each term. Please submit the completed forms electronically to the Director of Clinical Education, Lori Ferarro.

An example the “Evaluation of Supervision” form we have been using recently is provided below.

EVALUATION OF SUPERVISION
(for use by student clinician)

University of Florida
Department of Speech, Language, and Hearing Sciences

Practicum Setting: __________________________

Name of Supervisor: __________________________  (Use a separate form for each supervisor.)

Semester: _____________  Year: ______________

Please rate your supervisor on each of the following items. This evaluation will be reviewed by the Director of Clinical Education who will then provide feedback to the supervisor after your grades have been recorded.

<table>
<thead>
<tr>
<th>AMOUNT OF SUPERVISION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor has observed at least the minimum time required by ASHA (25%).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervisor took time to answer my questions.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervisor used direct observation.</td>
<td></td>
<td></td>
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<tr>
<td>Supervisor used indirect observation (conferences, videos, etc)</td>
<td></td>
<td></td>
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<tr>
<td>Supervisor invited dialogue/discussions regarding assessment and treatment.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervisor provided timely input on plans and treatment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>CLINICAL SKILLS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor demonstrated appropriate clinical practices and procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supervisor demonstrated appropriate client/clinician relationships.</td>
<td></td>
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<td></td>
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<tr>
<td>Supervisor provided instructions to student in clear, understandable manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor provided reference materials and resource materials when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor demonstrated use of research evidence in the clinical setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments:

<table>
<thead>
<tr>
<th>FEEDBACK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor demonstrated a supportive and encouraging attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor provided constructive feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor’s input was easy to interpret.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor provided oral evaluations of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor provided written evaluations of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor treated me in a professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor clearly explained site requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor answered my questions in an instructive manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor obeyed rules of privacy, courtesy and tact.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor worked in accordance with ASHA Code of Ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>EVALUATION OF CLINICAL SITE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site was organized to accommodate clinical training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site allowed for experience with a variety of communication disorders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site was organized to allow for maximum work experience during my assigned hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site provided a worthwhile clinical experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Items in this section are not included in the supervisor’s overall score.

Comments:

I would recommend this site to others because:

Other Comments:
ASSESSMENT OF STUDENTS ACADEMIC AND CLINICAL PERFORMANCE

The program uses a variety of assessments to document students’ academic and clinical performance. Examples of these assessments and associated assessment forms/rubrics are presented below.

**Academic/Class-Based Assessments** (These can involve assessments of knowledge and/or skills.)

- Semester grades
- Exam/quiz grades
- Presentation grades
- Comprehensive examination grades
- Research paper grades
- Discussion grades
- Other class assignments

**Clinical Assessments**
- Ratings by supervising clinician on “Evaluation of Student’s Clinical Performance” form (see next page).
- This involves assessments of knowledge and/or skills.
- **STUDENTS ARE EXPECTED TO INTEGRATE THE KNOWLEDGE THEY HAVE DEVELOPED IN THEIR ACADEMIC CLASSES WITH THEIR CLINICAL EXPERIENCES.**

**Formative Assessment**

The program conducts ongoing (formative) assessments of student performance. In addition to monitoring grades and clinical performance at the mid-term and end of each semester, faculty members monitor/assess student performance on a day-to-day basis in classes and clinics.

Formative assessment is accomplished, in part, by data that you enter into the Typhon or Calypso software systems.
This is the paper form of our Grading Rubric, which is used to evaluate clinical performance. This now appears in slightly modified format in Typhon.

University of Florida
Department of Speech, Language, & Hearing Sciences
EVALUATION OF STUDENT’S CLINICAL PERFORMANCE

<table>
<thead>
<tr>
<th>Graduate clinician:</th>
<th>Date of evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Preceptor/Supervisor:</td>
<td>Semester of evaluation: F-Yr 1 Spr -Yr 1 Sum-Yr 2 Fa-Yr 2 Spr-Yr 2</td>
</tr>
<tr>
<td>Name of Clinical Site:</td>
<td>Client age: Preschool School Adult Senior (65+)</td>
</tr>
<tr>
<td>Disorder(s) treated at Site:</td>
<td>Number of clients seen at site during grading period:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CFCC Standard</th>
<th>Knowledge Objectives</th>
<th>Knowledge Rating (0 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Knowledge of normal and disordered communication and swallowing: Evaluate the following areas with respect to knowledge (e.g., facts, information) of biological, neurological, acoustic, psychological, developmental, linguistic and/or cultural bases)</td>
<td>Not applicable or not assessed</td>
</tr>
<tr>
<td>IV-A</td>
<td>A. The graduate clinician demonstrates knowledge of basic (i.e., normal) human communication processes.</td>
<td></td>
</tr>
<tr>
<td>IV-B</td>
<td>B. The graduate clinician demonstrates knowledge of basic (i.e., normal) human swallowing processes.</td>
<td></td>
</tr>
<tr>
<td>IV-C</td>
<td>C. The graduate clinician demonstrates knowledge of disorders and differences in the following areas. Rate only knowledge area(s) that correspond to this practicum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) articulation</td>
<td>0-1 2-4 5-6 7-8 9-10</td>
</tr>
<tr>
<td></td>
<td>(2) fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) voice and resonance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) receptive and expressive language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) cognitive aspects of communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6) social aspects of communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(7) augmentative and alternative modalities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(8) swallowing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9) hearing</td>
<td></td>
</tr>
<tr>
<td>IV-D</td>
<td>D. The graduate clinician demonstrates current knowledge of the principles/methods of prevention, assessment, and intervention for people with communication disorders.</td>
<td></td>
</tr>
<tr>
<td>IV-E</td>
<td>E. The graduate clinician demonstrates current knowledge of the principles/methods of prevention, assessment, and intervention for people with swallowing disorders.</td>
<td></td>
</tr>
<tr>
<td>IV-F</td>
<td>F. The graduate clinician demonstrates knowledge of standards of ethical conduct.</td>
<td></td>
</tr>
<tr>
<td>IV-G</td>
<td>G. The graduate clinician demonstrates knowledge of processes used in the integration of research principles into evidence-based clinical practice.</td>
<td></td>
</tr>
<tr>
<td>IV-H</td>
<td>H. The graduate clinician demonstrates knowledge of contemporary professional issues.</td>
<td></td>
</tr>
</tbody>
</table>

Column Sums for Knowledge Objectives  
Number of Ratings Made in Column (Sum)  
Average knowledge rating  

Averages:  
1  
2
<table>
<thead>
<tr>
<th>CFCC Standard</th>
<th>Skill Objectives</th>
<th>Not applicable or not assessed</th>
<th>Skill Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0-1</td>
</tr>
</tbody>
</table>

**V-A**

1. The graduate clinician demonstrates **skills** in oral and written or other forms of communication sufficient for entry into professional practice.

**V-B**

1. The graduate clinician demonstrates competency in the following aspects of assessment and evaluation:
   a. Implementing screening and prevention measures
   b. Collecting and integrating case history information from clients and others
   c. Selecting and administering evaluation procedures
   d. Adapting evaluation procedures to fit circumstances of specific situations
   e. Interpreting, integrating, and synthesizing information to make diagnoses and recommendations
   f. Completing administrative reporting functions to support evaluation
   g. Making appropriate referrals

2. The graduate clinician demonstrates competency in the following aspects of clinical intervention:
   a. Developing plans with measurable goals
   a. Implementing intervention plans
   b. Selecting/developing appropriate intervention materials
   c. Measuring/evaluating progress and performance
   d. Modifying plans, strategies, materials, instrumentation as needed
   e. Completing administrative and reporting functions
   f. Making appropriate referrals

3. The graduate clinician demonstrates the following professional practice competencies and personal qualities:
   a. Clinical reasoning, Evidence-based practice Collaborative practice,
   b. Cultural competence, Effective communication,
   c. Providing appropriate counseling to clients and caregivers
   d. Integrity, Professional Duty, Accountability, adhere to ASHA Ethics Code

**Column Sums for Skill Objectives**

- Number of Ratings Made in Column (Sum) ➔
- Average skill rating ➔

**Overall Average:** (Average rating on Knowledge Objectives + Average Ratings on Skill Objectives)/2 = ___________  **Grade** (see grading rubric) ___________
Supervising Clinician’s Comments:
A. Student’s Clinical Knowledge
   a. Strengths
   b. Areas in need of further development

B. Student’s Clinical Skills
   a. Strengths
   b. Areas in need of further development

Student Clinician’s Reflections on Supervisor’s Comments:
Relationships among graded assessments, class learning objectives, program learning objectives, and clinical certification standards

The program’s graded assessments, class learning objectives, and program learning outcomes are designed to fit seamlessly and transparently with requirements for the Certificate of Clinical Competence. In this way, both the student and the faculty member can monitor progress toward CCC attainment.

This association is demonstrated on the following pages, where a sample “FAST” form is presented for one course (SPA 5225: Stuttering).

Faculty members use templates like this when designing courses and preparing course syllabi to ensure that the course is comprehensive and that key concepts and skills are addressed.

The Department constructs a master document similar to the one on the following pages, in which the content of all courses is entered. This allows the faculty to evaluate the extent to which various concepts and skills are addressed in the entire curriculum.

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## FACULTY ASSESSMENT OF STUDENTS (FAST)

**Instructor:** Kenneth Logan  
**Name of course:** SPA 5225- Stuttering

**Disorder ("Big Nine") Area(s) -->** Fluency

### Areas of Evaluation

<table>
<thead>
<tr>
<th>General Concept</th>
<th>Specific Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Normal Communication &amp; Swallowing Processes</td>
<td>Biological bases</td>
</tr>
<tr>
<td></td>
<td>Neurological bases</td>
</tr>
<tr>
<td></td>
<td>Acoustic bases</td>
</tr>
<tr>
<td></td>
<td>Psychological bases</td>
</tr>
<tr>
<td></td>
<td>Developmental bases</td>
</tr>
<tr>
<td></td>
<td>Linguistic bases</td>
</tr>
<tr>
<td></td>
<td>Cultural bases</td>
</tr>
</tbody>
</table>

### Knowledge of Differences

<table>
<thead>
<tr>
<th>Source/Characteristics of Communication Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
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</tbody>
</table>

### Knowledge of Disorders: Characteristics

<table>
<thead>
<tr>
<th>Etiologies of &lt;Area&gt; Disorder</th>
<th>Biological correlates</th>
<th>x</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurological correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Acoustic correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Psychological correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Developmental/lifespan correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Linguistic correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Cultural correlates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge of Disorders: Clinical

<table>
<thead>
<tr>
<th>Prevention concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatment concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
</tr>
</tbody>
</table>

### Assessment Methods

<table>
<thead>
<tr>
<th>Knowledge-based Assessments</th>
<th>Skill-based Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of assigned reading</td>
<td>Case Studies/Simulations</td>
</tr>
<tr>
<td>Oral Presentations/Discussion</td>
<td>Class Project (e.g., test admin)</td>
</tr>
<tr>
<td>Exam or Quiz Questions</td>
<td>Workbooks/Exercises</td>
</tr>
<tr>
<td>Portfolios/Journals</td>
<td>Role Playing Activities</td>
</tr>
<tr>
<td>Product/Tool review</td>
<td>Supervised Clinical Practicum</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>Class participation &amp; comm</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- Knowledge of Normal Communication & Swallowing Processes:
  - Biological bases
  - Neurological bases
  - Acoustic bases
  - Psychological bases
  - Developmental bases
  - Linguistic bases
  - Cultural bases

- Knowledge of Differences:
  - Source/Characteristics of Communication Differences

- Knowledge of Disorders: Characteristics:
  - Etiologies of Disorder
  - Biological correlates
  - Neurological correlates
  - Acoustic correlates
  - Psychological correlates
  - Developmental/lifespan correlates
  - Linguistic correlates
  - Cultural correlates

- Knowledge of Disorders: Clinical:
  - Prevention concepts
  - Assessment concepts
  - Treatment concepts

- Assessment Methods include a variety of approaches to evaluate students' understanding and skills in the field.
<table>
<thead>
<tr>
<th><strong>Knowledge of Ethical Standards</strong></th>
<th>Code of Ethics, Related Issues</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Contemporary Professional Issues</strong></td>
<td>E.g., scope of practice trends, licensing &amp; certification, regulations</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Research Principles &amp; EBP</strong></td>
<td>Research &amp; EBP concepts</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Clinical Skills related to Assessment</strong></td>
<td>Oral &amp; written communication</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Screening &amp; prevention skills</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Selecting assessment instruments</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapting procedures to client needs</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diagnosing &amp; Making Recommendations</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Clinical reporting &amp; referrals</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Clinical Skills related to Intervention</strong></td>
<td>Writing goals/lesson plans</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Implementing treatment methods</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Measuring outcomes</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td>Collegiality</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Ethics/Professionalism</strong></td>
<td>Academic &amp; Clinical Ethics</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Safety Precautions and Procedures

Our mission is to provide a safe environment for our students. If you are or think you may be pregnant or if you have any autoimmune diseases, please confidentially notify your clinical supervisor and the Director of Clinical Education (Lori Ferraro), as you may be compromised during your rotation through the Shands and UF Clinics, either via exposure to pathogens or to radiation.

Commonly encountered pathogens include VRE (vancomycin resistant enterococci), C. Diff (clostridium difficile), MRSA (methicillin-resistant Staphylococcus aureus), and CMV (cytomegalovirus), the latter of which is particularly harmful to babies in utero. Other pathogens you may encounter include, but are not limited to chickenpox, shingles, TB (tuberculosis) and LRE (linezolid- resistant enterococci).

Students also participate in fluoroscopic swallow studies, exposure to which may be harmful to fetuses. Students wear leaded aprons, and special maternity aprons are available; however, we must be aware of your pregnancy to provide you this option.

Note: Additional information about emergency procedures that pertain to the UF Health Shands and Magnolia Parke clinics and the Center for Movement Disorders and Neurorestoration is available at those sites. Please see the site administrators or your site supervisor for additional details.

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Clinical Externships

Each non-thesis student will complete a clinical externship during his or her last semester of the Master’s program. This is a full-time clinical placement. Students have the freedom to choose their externship site, and, in general, the externship will be performed at a site of the Department of Speech, Language, & Hearing Sciences. An externships can be completed at nearly any facility in the United States, as long as UF has a current affiliation agreement with the facility and the student is able to line up an extern supervisor who has the appropriate credentials (e.g., current CCC and state license; at least three years of experience.)

Ms. Lori Ferraro is in charge of arranging externship contracts and can guide you in your search. Students usually begin the process of setting up an externship during the second or third semester in the program. Speak with Ms. Ferraro about who should contact the facility (i.e., her or you), as this may depend on the status of the affiliation agreement at the time of inquiry. If an agreement is in place, the student can call the facility and inquire about whether they are willing to take an extern for a semester. If the site is willing to take a student, the student should inquire about the application process and set up an interview at the site. After the student is accepted at the site, he or she should notify Ms. Ferraro immediately. If no affiliation contract exists, Ms. Ferraro will take care of initiating the contract process. This can take several months to complete, so students are encouraged to begin planning by the mid-point of their academic program.

In order to initiate a contract, please provide the following to Ms. Ferraro:

1. Name of person at facility who will handle the agreement.
2. Full legal name of the facility – sometimes this is different than the name on the facilities sign.
3. E-mail address, phone number, fax number and mailing address of supervising clinician and, if applicable, the person who coordinates externship placements at the site.
4. Website info for the site, if available

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Sample SOAP Note

SOAP Note

Subjective: how they came in. (X separated easily from Mom and interacted well with the clinician. OR X had difficulty separating from Mom and cried off on the whole session.)

Objective: What you hoped to accomplish and the numbers. (Following directions: 3 step - 30%, 2 step - 70%, 1 step - 100%. OR /sm/ word initial - 100% with tactile, visual cues. /sp/ word initial - 100% visual cues)

Assessment: What it actually means - did they improve, did they worsen, are you using fewer cues. (Following 2-step directions improved X%, 3-step directions still difficult. Additional cueing needed. OR /sp/ improved X%, continued stopping on /sm/ without visual and tactile cues.)

Plan: What you're going to work on next week.

The Objective part is all about numbers. What did they client actually DO. Assessment is what does it mean - was it typical, did it improve, did one lead to the other - and where was the breakdown.

Remember: SOAP notes are supposed to be very VERY succinct - telegraphic speech is acceptable as long as it's clear. We were taught everything fits on 1/2 page (for tx SOAPs, 1 page for DX soaps).

S: Anything the parent noted/how the kiddo acted, appeared, if they had behavior issues, etc.

O: Goals listed with percentages, data, etc.

A: Describe what the goals mean, any improvement, types of cueing used

P: Plan for next time, adjusting cues/artic positions, etc based on what happened in O/A

SOAP notes should always be written in past tense form, also.
Scholarship and Award Programs

The College of Public Health and Health Professions

Our college administers several scholarships that are offered annually to students in PHHP. For a description of the scholarships, see the College of PHHP website. These are the main awards:

- Ronald J. Spitznagel Service Fellowship in Health Sciences
- Judson A. Clements Memorial Scholarship
- Michelle Brooks Yates Scholarship
- Anna F. Gutekunst Scholarship
- UF Health Shands Hospital Auxiliary Scholarship
- Dean’s Scholar Award (Thesis track students only)

University of Florida: Helpful Contact for External Aid

UF Office for Student Financial Affairs:

UF Dean of Students Office:
http://www.dso.ufl.edu/

UF Graduate School
http://graduateschool.ufl.edu/prospective-students/funding/

Students with Disabilities
http://www.dso.ufl.edu/drc/

Hispanic Students
https://www.hsf.net/

American Speech-Language-Hearing Association (ASHA)

ASHA sponsors several award programs that are designed to enhance students’ career development. An overview of these awards is available here. The awards that are most applicable to Master’s students are the following (see below):

- Minority Student Leadership Program (MSLP)
- Research Mentoring Pair Travel Award (RMPTA)
- Student Research Travel Award (SRTA)
- Students Preparing for Academic Research Award (SPARC)

Council on Academic Programs in Communication Sciences and Disorders (CAPCSD)

CAPCSD has two awards that are applicable to MA students
- **Plural Research Scholarship**: awards $3000 in funding to support graduate-level research.
- **Frances J. Laven Scholarship**: awards $5000 to a student in recognition of exemplary student service.

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Clinical Certification, Certification Standards and the Clinical Fellowship Year
Clinical Certification

After completion of the Master's program, nearly all graduates will seek to obtain the Certificate of Clinical Competence (CCC), which, as ASHA states, is “a nationally recognized professional credential that represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP).” Nearly all of the clinical job openings in speech-language pathology require an individual to either hold the CCC or to be on the pathway to obtaining it via the Clinical Fellowship Year. To obtain the CCC, one must meet several requirements. The main requirements are accessible here.

Clinical Certification Standards

One of the key requirements for the CCC is that the applicant has met a series of standards for clinical certification. ASHA’s Council for Clinical Certification (CFCC) sets the certification standards. The current set of standards became effective on September 1, 2014, and underwent revision on March 1, 2016. A summary of the standards is listed below. Each standard is accompanied by detailed implementation language, which explains the standard further and/or provides guidance on how attainment of a standard is measured or assessed.

The information below constitutes a basic outline of the standards; however, the actual document on ASHA’s website contains much more information than what is presented here. Students are required to review that information and are responsible for knowing it.

Standard I: Degree
The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program
All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Standard III: Program of Study
The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Standard IV: Knowledge Outcomes
  Standard IV-A
  The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.
Standard 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 life span.

Standard IV-C
The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
• articulation;
• fluency;
• voice and resonance, including respiration and phonation;
• receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
• hearing, including the impact on speech and language;
• swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
• cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
• social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
• augmentative and alternative communication modalities.

Standard IV-D
For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

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

Standard 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.

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

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

Standard V-B (see the Standards for details about the specific clinical skills students must
demonstrate)
The applicant for certification must have completed a program of study that included
experiences sufficient in breadth and depth to achieve the following skills outcomes:
1. Evaluation
2. Intervention
3. Interaction and Personal Qualities

Standard V-C
The applicant for certification in speech-language pathology 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 clinical observation, and 375 hours must
be spent in direct client/patient contact.
- Note that up to 20% (i.e., 75 hours) of direct contact hours may be obtained
  through clinical simulation (CS) methods.

Standard V-D
At least 325 of the 400 clock hours must be completed while the applicant is engaged in
graduate study in a program accredited in speech-language pathology by the Council on
Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E
Supervision must be provided by individuals who hold the Certificate of Clinical
Competence in the appropriate profession. The amount of direct supervision must be
commensurate with the student's knowledge, skills, and experience, must not be less
than 25% of the student's total contact with each client/patient, and must take place
periodically throughout the practicum. Supervision must be sufficient to ensure the
welfare of the client/patient.

Standard V-F
Supervised practicum must include experience with client/patient populations across
the life span and from culturally/linguistically diverse backgrounds. Practicum must
include experience with client/patient populations with various types and severities of
communication and/or related disorders, differences, and disabilities.
Standard VI: Assessment
The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Standard VII: Speech-Language Pathology Clinical Fellowship
The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Standard VII-A: Clinical Fellowship Experience
The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Standard VII-B: Clinical Fellowship Mentorship
The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Standard VII-C: Clinical Fellowship Outcomes
The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Standard VIII: Maintenance of Certification
Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Clinical Fellowship Year
According to ASHA, “The speech-language pathology clinical fellowship (CF) is the transition period between being a student enrolled in a communication sciences and disorders (CSD) program and being an independent provider of speech-language pathology clinical services. The CF involves a mentored professional experience after the completion of academic coursework and clinical practicum.” CFY requirements for the CFY are outlined in the clinical certification standards.

Credentialing Requirements in Other States
The last topic in this Handbook is an important one.

• The MA program at the University of Florida prepares students to be eligible for licensure in the State of Florida. However, if you think you might move to another state immediately after completing this Master’s program, you should take steps now to familiarize yourself with the specific licensing requirements in that state because their requirements may be different from those in Florida. For example,
  o Some states’ license boards require specific numbers of clock hours with specific disorder populations; and
In other states, the license board requires applicants to complete specific types of coursework in education in order to practice in the public school setting.

By familiarizing yourself with these requirements now, you can take the necessary proactive steps that are needed to meet whatever will be required of you for licensure in a state to which you wish to relocate at the end of the program.

That’s it! You are on your way! Good luck!