



UT Health
San Antonio

The University of Texas
Health Science Center at San Antonio

Master of Science Program (MS) in Speech-Language Pathology Graduate Student Handbook

In addition to the University of Texas Health Science Center at San Antonio's Student Code of Conduct, Academic Catalogue, and all university rules, policies, procedures, guidelines, and requirements, all students enrolled in a graduate program in the School of Health Professions are subject to the terms set forth in this handbook, which will be revised from time to time at the University's sole discretion. If any terms of this handbook are inconsistent with University policy, the policy of the University prevails. This handbook is provided for informational purposes only and is neither a contract nor intended to confer any rights or benefits.

First draft 4/16/2017
Revision 7/12/2017

Table of Contents

I. MS-SLP Program’s Vision, Mission, and Goals

Vision.....	1
Mission	1
Program Goals	1

II. MS-SLP Program Overview

Institutional Accreditation	2
Professional Accreditation Status	3
Program-specific Degree Requirements	3
ASHA Certification	3
Licensure	4

III. General Program Policies

Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)	5
Notice of Nondiscrimination Policy	5
Accommodations under the ADA	5
Student Code of Conduct	6
Student Concern / Complaint Process	6
Student Withdrawal from One or More Courses	7
Student Withdrawal from the Program.....	7
Leave of Absence (LOA).....	8
Deferment	8

IV. Academic Program Policies and Procedures

Proficiency in English/Other Languages	9
Academic Pre-Requisites	9
Graduate Curriculum	9
Academic Coursework.....	10
Clinically-based Coursework and Training	10
Academic Calendar	10
Advising.....	10
Course Load	10
Credit Transfers	11
Academic Standing	11
Removal from the Program.....	11

Capstone Project	12
Summative Assessment: Comprehensive Examination.....	12
Standardized National Examination	12
Student Rights and Responsibilities.....	12
Graduation.....	13
ASHA Certification and State Licensure	13
National Student Speech-Language-Hearing Association (NSSLHA).....	13
Council on Academic Accreditation (CAA).....	13

V. Clinical Program Policies and Procedures

Clinical Knowledge and Skill Competencies.....	14
Clinical Education Program Overview	14
Community-based Practicum Placement	15
Responsibility of Clinical Supervisors.....	16
Responsibility of Student Clinicians.....	17
Research/Evidence-based Practice.....	18
Competency Evaluation of Student Performance in Clinical Practicum and Clinical Externship	18
Remediation Plans for Clinical Practicum.....	19
Individual Action Plans for Failed Clinical Practicum	20
Attendance	21
Record of Clinical Clock Hours.....	21

APPENDICES

Appendix A- MS-SLP program curriculum	23
Appendix B- MS-SLP Graduate Course by Semester	24
Appendix C- 2014 Standards for CCC-SLP (verification form by Program Director)	25
Appendix D- CAA-ASHA Standard 3.0B Curriculum in SLP.....	26
Appendix E- Clinical Competency Assessment- Diagnostic Process	30
Appendix F- Clinical Competency Assessment- Treatment Process	33
Appendix G- Clinical Clock Hour Record	36

MS-SLP Program’s Mission, Vision, and Goals

The mission, vision, philosophy, and curricular design of the Master of Science Degree Program in Speech-Language Pathology (hereafter the “MS-SLP Program”) within the School of Health Professions are aligned with the mission of the University, “to make lives better through excellence in education, research, health care and community engagement,” and that of the American Speech-Language-Hearing Association (ASHA).

Mission

The mission of the program is to provide graduates with a broad knowledge base, expertise in evidence-based approaches, and real-world problem-solving (in medical settings) experiences. This mission will be achieved through excellent education, scholarship, patient care, community partnership, and cultural diversity.

Vision

The vision of the MS-SLP Program is to train and educate future medical speech language pathologists to become exceptional critical thinkers, research-driven clinicians using the best practices, and strong leaders in the diverse communities they serve.

Program Goals

The program will be guided by three overarching goals that are complemented by learning outcomes guiding the program’s operation and curriculum development.

Goal 1: Excellent education

The educational goal of the program is to educate a diverse student body to become excellent health care providers and scientists. The program strives to incorporate problem-based learning, innovated curricular design, community-based clinical training, and multidisciplinary preservice education into the curriculum. Coursework is particularly designed and sequenced to provide students with the scientific and professional education required for work as speech-language pathologists in diverse medical settings. Training in a health science environment, with direct access and constant exposure to the medical community, provides students with medically concentrated training to serve children and adults with health care and educational needs.

Graduates of the program will meet eligibility requirements for licensure by the state of Texas and certification by the American Speech-Language-Hearing Association. Graduates of the program will also be prepared to pursue a terminal degree in Communication Sciences and Disorders or a related field.

Goal 2: Scholarship

The program is committed to fostering an environment that encourages and supports students and faculty to participate in scientific inquiry. All students will be required to complete a relevant research project as a graduation requirement. Students will be provided with adequate equipment and space, as well as many opportunities to collaborate with the mentoring faculty on their research activities. The goals are to foster opportunities for students' scholarship, and to prepare graduates for competitive application to advanced (e.g. Ph.D.) training programs to solve the national faculty shortage problem.

Goal 3: Patient Care and Community Service

The third program goal is to provide high quality clinical services to patients and communities. Students will be guided by highly qualified faculty through community-based clinical practica or community outreach activities to offer compassionate and culturally proficient health care services to individuals in need.

MS-SLP Program Overview

The MS-SLP curriculum will achieve two main objectives: 1) provide students with course instruction and clinical practicum experience to meet the educational and clinical requirements for national professional certification and state licensure for speech-language pathologists, and 2) help students become critical thinkers, research-driven clinicians applying the best practices, and future leaders in diverse medical communities. This is accomplished through an innovative curricular design that provide unique curricular specification and community-based clinical education with a medical emphasis.

Institutional Accreditation

The University of Texas Health San Antonio received authorization from the State of Texas to offer a new Master's of Science degree program in Speech-Language Pathology, beginning in 2017. The University of Texas Health Science Center at San Antonio is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, to award certificates and baccalaureate, master's, doctoral, and professional degrees. The institution was last reviewed and reaffirmed in 2008. The institution's accreditation extends through 2018, and includes all programs offered on the institution's main campus as well as those offered at all extended program sites. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of the Health Science Center. Note: The Commission should only be contacted 1) to learn about the institution's accreditation status, 2) to file a third-party comment at the time of the institution's accreditation review, or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. All normal inquiries about admission requirements, financial aid, educational programs, etc. should be addressed directly to the Health Science Center and not the Commission's office.

Professional Accreditation Status

Candidacy is a “pre-accreditation” status with the ASHA’s Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), awarded to developing or emerging programs for a maximum period of 5 years. After the MS-SLP program receives its candidacy accreditation, it will continue to abide by CAA accreditation protocol toward becoming a fully accredited program in a timely fashion.

Program-specific Degree Requirements

Training in a health science campus environment with direct access and constant exposure to the medical community provides SLP graduate students with medically-based training to serve children and adults with health care and educational needs. The curriculum provides in-depth study of a wide range of SLP clinical practice in speech, language, hearing, cognitive-communication, and swallowing disorders across the lifespan. Throughout the program, students will have the opportunity to work closely with faculty and professional SLP clinical supervisors, and gain interdisciplinary experience working with allied health professionals in a broad range of community-based settings.

Our graduates will learn to integrate the best current evidence with patient-centered care using innovative and practical approaches, and will be prepared to work in a variety of clinical settings with clients in all ages, such as in early childhood programs, public and specialty schools, hospitals, rehabilitation centers, residential care facilities, and private practices.

The MS-SLP curriculum consists of 66 semester credit hours of didactic coursework and clinical education to be completed in five consecutive semesters (see Appendix A). Students will also expect to complete a minimum of 400 supervised clinical hours from diverse clinical settings to be eligible to apply for ASHA’s Certificate of Clinical Competence (CCC).

Students in the MS-SLP program are required to complete a capstone project with a grade of B or better before graduation. Students are also required to pass the comprehensive exam as a summative evaluation of the level of their basic and applied knowledge before graduation.

ASHA Certification

All graduates of the master’s program will meet the academic and clinical requirements to prepare for entry-level practice. Upon successful completion of a clinical fellowship (after graduation), graduates of the program will be eligible for a Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Language-Hearing Association. The ASHA Standards for Certification can be found on the association website: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

Licensure

Students who complete the Master of Science degree in speech-language pathology will have completed the academic and clinical requirements to begin their Clinical Fellowship Year training, which requires an Intern License in Speech-Language Pathology from the Texas Department of Licensing and Regulation (TDLR). Texas Department of Licensing and Regulations are available on-line:

<https://vo.licensing.tdlr.texas.gov/datamart/registration.do?from=loginPage>.

Students who plan to seek licensure in other states should consult the licensing authority in those states for further information. ASHA maintains links for state contacts and licensing requirements available at: <http://www.asha.org/advocacy/state/>.

General Program Policies

Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)

Students should be aware of the University's policy on the rights to privacy related to students available at: <https://students.uthscsa.edu/registrar/2013/04/ferpa/>.

Educational records refer to:

1. the records and information contained in each student's file including electronic and/or paper records, and
2. anecdotal information that a faculty or staff member may possess regarding a student's academic standing or performance which may include, but is not limited to, a student's knowledge, skills and attributes.

Except as otherwise permitted or required by law or policy, the program may not release any records or information regarding a student's academic performance to an outside agency or entity without the written consent of the student. The student's consent will remain in effect until written notification is received rescinding the student's authorization.

Notice of Nondiscrimination Policy

It is the policy of the University not to discriminate on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, sex or gender, gender identity and/or expression, sexual orientation, military, veteran or Vietnam Era status, or any other protected classification recognized by applicable law, in admission, access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other applicable state or federal law, or city ordinance. Students should be aware of the University's non-discrimination policy available at <http://uthscsa.edu/eo/non-discrimination.asp>.

Accommodations under the ADA

Services and accommodations are available to students with disabilities. The University requires appropriate documentation of a disability in order to provide accommodations related to academic or clinical standards. Students who require accommodations in any course must contact the ADA Compliance Office, who will meet with the student, review the documentation of the disability or other need that warrants accommodation, and discuss the services that the University offers, and provide documentation related to any accommodations recommended for specific courses. It is extremely important that students begin this process prior to arrival for the graduate program and no later than the beginning of each semester thereafter. If new situations arise during a semester, students should make an appointment with ADA office. Students are encouraged to work with faculty proactively to communicate and implement strategies for accommodation. To request for accommodations under the ADA, see <http://uthscsa.edu/eo/request.asp>.

Student Code of Conduct

According to the University's policy, "University students are expected to conduct themselves in a professional manner, not only in interaction with patients, but also with peers, faculty, and staff of the Health Science Center and the community in general." Academic dishonesty and misconduct are defined in the University's policy found at <http://catalog.uthscsa.edu/generalinformation/institutionalpolicies/studentconductanddisciplinepolicy/>.

Student Concern/Complaint Process

Students who have concerns about anything or anyone related to the MS-SLP Program are encouraged to express those concerns through a process appropriate to address the concern. If a student is unsure of the appropriate procedure to follow, they are encouraged to discuss options with the Program Director.

If the concern involves a particular class or practicum experience, the student should first address his or her concerns with the instructor or clinical supervisor in question. If the specific nature of the concern makes direct discussion with the instructor or clinical supervisor unworkable, or if the student fears of potential retribution or repercussion, or if the student is not satisfied with the initial response to his or her concern, the student should elevate the concern to the next level. That is, the student should bring the issue to the attention of the academic or clinical advisor or the Program Director. The next step would be to direct the concern to the Dean of the School of Health Professions should a satisfactory resolution not be reached.

If the concerns involve a broader issue (e.g., involving policies), students may direct their concern to either their academic or clinical advisor. They may also voice their concern directly to the Program Director or the Dean of the School of Health Professions.

Should graduate students wish to discuss their concerns in a confidential and informal manner, they are encouraged to contact the University's Student Life Office at: <https://students.uthscsa.edu/studentlife/2016/11/student-ombudsperson/> for guidance and support. The Student Ombudspersons service is to provide faculty and students support and confidential, independent, and unbiased assistance through dispute resolution and problem-solving methods.

Students with concerns related to any aspect of the program's compliance with accreditation standards may at any time voice their concerns directly to the Council on Academic Accreditation:

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

Phone: (800) 498-2071
Email: accreditation@asha.org
Website: <http://caa.asha.org/>

Student Withdrawal from One or More Courses

As previously stated, only under extenuating circumstances can students be allowed to reduce course load or drop classes. Students who wish to drop one or more courses to reduce their course load should discuss options with their academic advisor or the Program Director prior to initiating any action. Dropping a course may introduce substantial delays in completion of the graduate program for courses offered once a year or that serve as pre-requisite for courses in subsequent semesters. Dropping courses may also reduce financial aid awards and students are strongly encouraged to consult with Financial Aid prior to initiating any action with the Registrar's Office or any online cancellation of enrollment. In particular, international students who withdraw, take a leave of absence, or reduce their course load below full-time status must notify the Office of International Services (OIS) at <http://uthscsa.edu/ois/> in regard to their student visa status.

Student Withdrawal from the Program

A student may voluntarily withdraw from the program at any time, for any reason, with no intention of returning to the program. A student who is withdrawing from the program is responsible for completing all the steps necessary to complete the process.

A student who plans to return at a later date is advised to consider a Leave of Absence rather than Withdrawal. Students who are considering withdrawing from the full program should review the University's general academic policies (<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/>) related to withdrawal. To withdraw, the student must submit written notification to the director of MS-SLP program stating his or her intent to withdraw and the last date of attendance. The director will notify the appropriate administrative offices in the university, all instructors, and place a paper copy of the student's notification in the MS-SLP file.

The student is also responsible for notifying all relevant offices within the university, such as the Registrar Office and the Financial Aid Office, to obtain information about deadlines related to tuition refunds, status on financial aid awards, and grading options. International students must also notify the Office of International Services.

If a student has committed an actionable offense and makes withdrawal from the program or the university before the administrative process takes place, that process shall move forward and the outcome will be part of the student's record.

Leave of Absence (LOA)

A student has the right to request a Leave of Absence (LOA) at any time due to medical, family, or personal reasons. After consultation with the student's graduate advisor and the Program Director, students should follow the proper procedure depicted at <http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/leaveofabsencepolicy/> for requesting a LOA.

A letter requesting a LOA should be sent to the department, the School of Health Professions, and to the University. International students must also notify the Office of International Services (OIS).

When circumstances arise that result in a student requesting an LOA, it will generally result in a single LOA being granted for up to one year. Master's students generally must complete all academic and clinical requirements for the degree in a maximum total time of 6 years. Students who extend or delay completion of the graduate program are advised to consult with ASHA's Council for Clinical Certification (CFCC) related to applicability of changes in requirements for certification. Students are also responsible for monitoring any changes required by state licensing boards to ensure continued eligibility for certification and/or licensure.

Deferment

A student who is admitted by the MS-SLP program may request for a deferred admission for a maximum of one year. However, students should refer to the University's policy and procedure for requesting a referred admission (<http://catalog.uthscsa.edu/generalinformation/universityadmissionspolicy/>). Furthermore, students need to submit a written request to the program be considered for deferment at least 30 days prior to scheduled program orientation. Only when an approved deferral is granted will student be allow to delay enrollment by one full academic year.

Academic Program Policies and Procedures

The MS-SLP program at the UTHSCSA prepares students for entry-level practice in speech-language pathology through coursework in speech, language, cognition, and social-communication, and swallowing processes and disorders across the lifespan. All instruction is offered in English.

Proficiency in English/Other Languages

English is the language of instruction throughout the curriculum. Students must be able to communicate proficiently in both oral and written English in coursework and clinical service delivery. The graduate school requires submission of TOEFL scores from all students coming from countries where English is not the only official language as noted under the admissions requirements.

Clinical students' whose English skills might interfere with their ability to provide clinical services will be offered remediation from the program. To support student success additional observation time and assisting opportunities may be provided.

Academic Pre-Requisites

All applicants granted admission must complete the prerequisite coursework required by ASHA and the MS-SLP program prior to matriculation into the graduate program. All pre-requisite courses must be satisfactorily completed with a grade of C or better.

Required pre-requisite coursework of basic human communication include:

- Introduction to audiology
- Phonetics and normal articulation
- Normal language development
- Anatomy and physiology of speech and hearing
- Speech and hearing science

Required pre-requisite coursework for basic science include:

- A biological science course (no lab)
- A behavioral/social science course
- A physical science course (physics or chemistry are acceptable) (no lab)
- A statistics course

Graduate Curriculum

Students in the MS-SLP program will complete 50 credit hours of didactic coursework and 16 credit hours of clinical practicum in five consecutive semesters (see Appendix B). Students will also complete a minimum of 400 supervised clinical hours obtained from diverse clinical practicum placements to be eligible to apply for ASHA's CCC. The Program Director and faculty will ensure that students follow the specially designed course sequence to make appropriate progress toward their degree. The program will grant exceptions for students to take course out of

sequence or with a reduced course load only under extenuating circumstances. Curriculum and course descriptions can be found on the University's website at <http://www.uthscsa.edu/xxxxxxx>.

Academic Coursework

The academic coursework sequence occurs over the first four semesters of the program. Academic courses are intended to provide each student with the theoretical background knowledge and essential skills necessary to engage in supervised clinical practice as a speech-language pathologist, particularly in diverse medical and school settings.

Clinically Based Coursework and Training

The clinical coursework sequence occurs across all five semesters of the program. Clinically based coursework (i.e., Clinical Methods I and II) are designed to give students multiple and varied opportunities for clinical skill development in community settings. Clinical course assignments provide opportunities for students to integrate and apply learning at progressively higher levels of performance and independence. Community-based clinical experiences begin in the third semester of the graduate program, and continue through an externship in the last semester of graduate study.

Academic Calendar

The MS-SLP program sets a calendar each year, which typically follows the published University academic calendar. Students should be aware that clinical experiences may be extended due to the schedule maintained by the site, weather, or other unexpected closures, or if a student requires more opportunities to achieve competency and/or required hours. Such extensions will be achieved through mutual agreements with the clinical site.

Advising

Graduate students will be assigned to a faculty member for academic advising. Students will have the opportunity to meet with their academic advisor on an individual basis throughout their graduate program. Graduate students will have both an academic and clinical advisor. The advising process for each student is an ongoing process throughout the graduate study. An initial appointment should be scheduled with the Program Director to establish individual degree plans. At times, group advising sessions may be scheduled to review various policies, procedures, and topics that are pertinent to the graduate cohort.

Course Load

In most semesters, typical course loads in the program are between 14 and 16 credit hours each semester. In terms of time commitments, being a graduate student in this program is essentially a full-time job. In order to maintain a good academic standing, SLP students with outside employment are strongly advised to reduce their working hours. The Program Director and faculty will ensure that students adhere to the curriculum and make appropriate progress toward their degree. The program will only grant exceptions (i.e., reducing course load or dropping classes) under extenuating circumstances.

Credit Transfers

NOTE: *The proposed draft of credit transfer policy below will be further reviewed and approved by the MS-SLP faculty.*

A student may make an application to the Program Director to transfer graduate course credit earned in another institution, provided that the coursework in request is equivalent to the coursework offered in this department. A maximum of six (6) graduate credit hours completed within the last five (5) years with a grade of “B” or higher from another institution may be applied toward this department’s Master’s degree plan. Acceptance of graduate credit transfer is subject to the approval of the dean and the MS-SLP program. The policy of the MS-SLP program is to accept graduate credit transfer only after the applicant has successfully completed one semester of graduate study in the program with a good academic standing.

Academic Standing

A student’s progress in the program is reviewed by the Program Director each term. In order to maintain good academic standing throughout their program, students must achieve satisfactory grades and demonstrate satisfactory progress toward achievement of every clinical competency specified by the program and ASHA requirements.

In graduate courses, all didactic courses below a grade of B are considered unsatisfactory, and grades of NP (No Pass) in practicum or externship courses are also considered substandard. Any student who has earned a single substandard grade will generally result in a remediation plan to allow demonstration of relevant knowledge and skills or in a formal hearing for review. The student will be responsible for documenting completion of the required activities as evidence of his or her competency in the relevant content area.

A second substandard grade in the same or any subsequent semester will automatically result in a formal hearing, and may result in dismissal from the program. A grade of F in any single course will automatically result in a formal hearing, and will likely lead to dismissal from the program.

Removal from the Program

A student who demonstrates unsatisfactory progress in the graduate study will be notified by the Program Director. The student may face removal from the SLP graduate program in this department if his or her failure in making satisfactory progress was well documented. A student’s unsatisfactory progress may warrant removal from the program if he or she meets one of the following conditions:

****NOTE:** *The proposed conditions for dismissal below will be further reviewed and approved by the MS-SLP faculty.*

- (1) A grade of “C” in two or more academic courses. This includes any course after being repeated for a higher grade. NOTE: each course receiving an unsatisfactory grade may be repeated only once, and only two courses on the degree plan receiving unsatisfactory grades may be repeated;
- (2) A grade of “NP” in two enrollments of clinical practicum;
- (3) A grade of “C” in an academic course and a grade of “NP” in clinical practicum;
- (4) Incomplete capstone project, or
- (5) Failure to pass the Comprehensive Examination after a total of three attempts within a twelve-month period.

Capstone Project

The capstone project is a multifaceted assignment that serves as culminating academic and clinical experience for students. Students will begin development of a community-based or clinically-based project in the Research Methods or Clinical Methods class under the guidance of a mentoring faculty. The quality and breadth of the project will be evaluated by using a faculty-developed rubric to demonstrate each student’s level of foundational knowledge and applied skills on the chosen topic. In order to graduate, students must complete the project with a satisfactory grade (i.e., a B or better).

Summative Assessment: Comprehensive Exam

Successful completion of graduate program requires each student to pass a comprehensive examination, a summative evaluation of the level of his or her basic and applied knowledge. The comprehensive exam typically takes place during the final semester of the graduate study.

Standardized National Examination

Prior to graduation, students are recommended, but not required, to take the national Praxis examination for Speech-Language Pathologists (code 5331). The test is comprised of three content areas- foundations and professional practice, assessment, and treatment. A successful pass of the Praxis exam is one of requirements to be awarded ASHA’s Certificate of Clinical Competence (CCC).

Student Rights and Responsibilities

To protect academic integrity and student rights, each student should familiarize themselves with the code of conduct set forth by the University. Students should refer to pages 5 and 6 for more detailed information in regards to FERPA, nondiscrimination, ADA, and the code of conduct. Students should also refer to page 6 for the proper procedure of expressing concerns or filing complaints for any unresolved issue.

The MS-SLP program follows the University’s regulations and procedures for reporting suspected violations and imposing disciplinary action against any student who violates any

provision of those laws. Students who engage in serious violation of the code of conduct may face permanent expulsion from the class or from the University.

Graduation

Graduation application is due early in the semester when a student plans to graduate. Specific application deadlines are delineated in the University Academic Calendar. It is each student's own responsibility to file a formal application for his or her degree at the Office of the University Registrar by the specified deadline for that term of graduation.

ASHA Certification and State Licensure

Students graduating from this program will meet all academic and clinical requirements set forth by ASHA for the Certificate of Clinical Competence for Speech-Language Pathologists (CCC-SLP) (visit <http://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf#search=verification> for the 2016 Speech-Language Pathology Certification Handbook; also see Appendix C). Student graduates will also be eligible to apply for an intern license issued by the Texas State Department of Licensing and Regulation (visit <https://www.tdlr.texas.gov/slpa/slpaforms.htm>). Each student is responsible for initiating his or her own licensure/certification application with both organizations.

National Student Speech-Language-Hearing Association (NSSLHA)

NSSLHA is a pre-professional organization for students who are interested in human communication disorders. Membership in this national organization offers students added benefits from ASHA. NSSLHA's web address is <http://www.asha.org/nsslha/>.

UTHSCSA will apply to be a local chapter of the NSSLHA, which serves as a student-centered organization that sponsors professional development sessions, community service events, and social events. The UTHSCSA-NSSLHA will support students in professional development, strengthen bonds among students and faculty, and benefit the community. Membership in UTHSCSA-NSSLHA will be open to any student.

Council on Academic Accreditation (CAA)

The CAA is a governing branch of ASHA that oversees graduate education programs in communication disorders. A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, or member of the public. Students may review the procedure for submission of complaints to the CAA at: <http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf#search=CAA>. Students who wish to file a complaint to the CAA may submit that complaint to:

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

Clinical Program Policies and Procedures

The MS-SLP program employs a community-based model of clinical education, which is sequenced across all 5 semesters of the graduate study. The main goal of the clinical component of the program is to provide students with ample opportunities to incorporate their knowledge into the development of clinical skills in a broad range of clinical service settings.

Clinical Knowledge and Skill Competencies

Graduate students must complete a program of study that includes clinical education in speech-language pathology as described in Standard 3.0B by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (<http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>, pp. 12-15; also see Appendix D). Students in the program will gain supervised clinical experiences adequate in breadth and depth to achieve knowledge and skill outcomes in preparation for entry-level practice.

In addition to aforementioned academic coursework across the areas of speech, language, hearing, cognitive and social communication, and swallowing disorders, the MS-SLP program will strengthen students' knowledge and skills through supervised clinical experiences.

Through adequate clinical education, students must acquire and demonstrate knowledge and skills in the principles and methods of prevention, assessment, and intervention in nine content areas: articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive communication, social communication, and communication modalities. In addition, students must also achieve learning outcomes for standards of ethical conduct as well as advocacy and other professional issues, which may involve licensure, certification and credentialing, and integration of research into evidence-based clinical practice.

The MS-SLP program will provide students sufficient clinical education in the form of clinical-based coursework, supervised clinical practica, clinical externship, simulation technologies, and clinical laboratory activities. Students will be expected to have a broader base of knowledge to apply to different clinical settings, and to implement clinical strategies more independently, efficiently and effectively as they progress through the program.

Clinical Education Program Overview

To enhance the integration of academic and clinical knowledge and gain ample clinical exposure and experience, students in the MS-SLP program will be offered multiple clinical practicum assignments in the community, particularly in healthcare settings. The goal of the graduate program is that students will demonstrate at least entry-level competence for clinical practice at the time of graduation. Supervision and support is provided by ASHA-certified and state-licensed speech-language pathologists in the community, by adjunct faculty, and by

UTHSCSA faculty. Clinical experiences are infused throughout the program and provide students with opportunities to integrate and apply academic learning at progressive levels of performance and independence.

The MS-SLP students are expected to advance through sequenced clinical training curriculum depicted as follows:

Fall I (Clinical Methods I)

This foundational clinical course will provide students with opportunities to participate in a variety of instructional activities— some of which may involve simulation technologies, guided observation of clinical cases, screenings/evaluations, and clinical lab assignments.

Spring I (Clinical Methods II)

This course will focus on skills and professional issues related to working in different clinical settings. Examples of professional issues to be discussed may include, but are not limited to:

- Dress code and professionalism
- Criminal background check, fingerprint report
- Drug screening
- Liability insurance
- Research ethics/IRB training
- HIPAA (Health Insurance Portability and Accountability Act)/privacy training
- Infectious disease screening, immunization
- Infection control training
- OSHA safety guidelines
- Mandatory reporting of abuse/neglect training
- CPR and first aid
- Safety/emergency procedures

Summer I (Clinical Practicum I)

Student will engage in a clinical practicum 2-days per week in one clinical setting.

Fall II (Clinical Practicum II)

Student will engage in a clinical practicum 2-3 days per week in one or two clinical settings.

Spring II (Advanced Practicum: Clinical Externship)

Students are placed in a clinical practicum full-time (4-5 days per week) in one or more clinical settings.

Community-based Practicum Placement

Students should recognize that satisfactory progress in their coursework and clinical lab performances during the first two semesters at UTHSCSA will determine their readiness for their upcoming clinical practicum. Students will be provided the opportunity for remediation if their level of performance at UTHSCSA does not indicate readiness for clinical practicum placement. Students will not be assigned or advanced in clinical

practicum until they achieve a satisfactory level of performance in coursework and/or clinical assignments.

When students demonstrate good academic standing in the program, they will be assigned to various clinical sites— typically starting in the third semester of the graduate study— as part of overall clinical practicum experience. Students will have opportunities to develop clinical and professional skills in multiple settings with at least 3 different placements drawn from programs with affiliation agreements with the MS-SLP program. Students may be placed in hospitals, skilled nursing facilities, physician offices, private multidisciplinary or SLP practices, public or private schools, or early childhood intervention programs to gain experience across the broad scope of service delivery models. With these new challenges and learning opportunities, students will learn to be more independent, efficient and effective in their abilities of critical thinking, problem-solving, planning, and execution. All clinical practica are arranged by the Program Director with input from faculty. Students are encouraged to indicate their areas of interest, and to monitor the breadth and depth of their clinical experiences. While efforts are made to accommodate students' specific interests, ultimately, the MS-SLP program determines sites appropriate for each student, and no student is guaranteed experience in any specific setting type.

Professionals working in the external practicum sites serve as clinical supervisors for the students placed at the site. Clinical supervisors are provided evaluation criteria by UTHSCSA to assess the student's performance in his or her practicum. Communication between clinical supervisors and UTHSCSA faculty is maintained to insure that supervision is consistent with the MS-SLP program's standard and policies.

Responsibility of Clinical Supervisors

Clinical supervisors are professionals committed to delivering quality clinical service to clients or patients they serve, and providing excellent clinical instruction to SLP students under their supervision. Clinical supervisors will help students develop clinical competence by encouraging the application of academic theory and clinical methods in the clinical setting, and assist students in understanding clinical operations and decision-making. Clinical supervision in each unique setting will adhere to the guidelines provided by ASHA. The MS-SLP program expects clinical supervisors to assume roles and responsibilities outlined by ASHA, meet the ASHA standards and guidelines for supervisors and supervision, and adhere to the ASHA ethical guidelines for clinical supervision of students. In accordance with ASHA guidelines, clinical supervisors should provide at least 50% of direct supervision of students in diagnostic sessions and a least 25% in therapy sessions. For students in the early phases of practicum, supervision may well exceed these minimum requirements.

Clinical supervisors are expected to utilize an apprenticeship model of supervision. This supervisory model involves ongoing collaboration between the supervisor and the student in training, so that excellent service delivery is provided to the client/patient and so that the student can develop their clinical skills in a supportive environment rich with instruction and modeling. The goal of the apprenticeship model is to develop self-discovery and self-

evaluation skills of the student. The following are key features of the apprenticeship model of clinical supervision:

- The student and supervisor work together to provide excellent clinical services to clients/patients.
- The supervisor serves as an instructor and guide, providing modeling, direction, and consistent feedback to the student.
- The student assumes responsibility and personal accountability for learning.
- Sound communication between the student and supervisor is essential for learning.
- The role of the supervisor is to teach specific clinical skills as well as to develop the student's ability to make appropriate clinical decisions.
- The supervisor provides various amounts of support to the student in the form of explanation, direction, modeling, questioning, and feedback to the student.
- The amount of support provided to the student by the supervisor varies depending on the complexity of the situation, the student's familiarity and experience with the information, and unique circumstances of the clinical situation.
- Maximal support is usually provided to students in the initial phase of practicum, with the expectation that the student will gain independence through instruction and experience; however, supervisors and students will find that various situations may influence the amount of support required.
- Evaluation of the student clinician is based on the amount of support required with the expectation that the student gain independence as the practicum experience progresses.
- Students work to become independently capable of providing excellent clinical service delivery, utilizing the knowledge and experience of supervisors to help them develop and refine their clinical skills.

Responsibility of Student Clinicians

Students enrolled in clinical practicum are expected to embrace the desire to provide excellent services to clients/patients and assume personal responsibility in learning. Students must respect that the primary responsibility of the supervisor is to meet the clinical needs of clients/patients while providing the student with opportunities and support during acquisition of clinical knowledge and skills. This requires students to understand that the supervisor must make decisions between the student's readiness and the level of independence offered. Therefore, students need to demonstrate a clear understanding of the clinical situation, the ability to apply the necessary knowledge and skills, and adequate self-evaluation and refinement of methods to receive the most independence in the practicum experience. On the other hand, students who cannot assess the clinical situation, do not demonstrate necessary knowledge and skills, and are unable to independently self-evaluate, refine and improve their clinical methods will receive the greatest input and guidance from the clinical supervisors.

As students progress through the program, they will be expected to expand knowledge and apply clinical skills more independently and effectively. Ultimately the goal of the clinical practicum is enable students to provide quality clinical services with minimal guidance and direction from supervisors, consistent with expectations for entry level professionals.

Research/Evidence-based Practice

The MS-SLP program is committed to help students expand scholarly knowledge of the professions and apply that knowledge in the evaluation and treatment of communication and swallowing disorders. Research and clinical practice are interdependent. Evidence-based practice is the use of current best research evidence, clinical expertise, and client/patient values (ASHA, 2005).

Evidence-based practice is the cornerstone of all service delivery by speech-language pathologists. As a result, students' clinical experiences should include:

- Application/integration of research evidence presented in coursework;
- Opportunity to use evidence as a guide in clinical decision-making;
- Opportunity to present research to clients/family members to help them make informed decisions about care; and
- Opportunity to identify potential research questions.

Students participating in clinical practicum are encouraged to take advantage of opportunities for research/scholarly work related to clinical practice. The following examples may be incorporated into the capstone project:

- Writing up a case study for a professional presentation/publication;
- Studying the outcome or effectiveness of a clinical intervention;
- Implementing clinical protocols based on emerging research; or
- Evaluating economic/sociological factors related to clinical service delivery, such as cost-benefit ratios for interventions, or patient satisfaction.

Competency Evaluation of Student Performance in Clinical Practicum and Clinical Externship

Students' performance in clinical practicum is evaluated through a competency-based assessment process. In each clinical practicum placement, clinical supervisors will assess the student's clinical skills in either diagnostic and treatment, or both, using program-designed assessment forms (see Appendices E and F). Expectations of the clinical competency level are based on specific clinical skills that students must achieve with expected levels of supervisory assistance. Therefore, clinical competency levels are sequenced so that the skills advance in complexity and degree of independence in accordance with student's advancement in the graduate study. For example, competencies for students at the early stage of clinical training typically include beginning clinical skills to be developed with a great amount of guidance and direction from the supervisor. Competencies for students who have completed some clinical practicum generally expect less supervisory time while developing more advanced skills.

Clinical supervisors' expectation of the student's competency acquirement should be clearly outlined and provided to students at the beginning of each semester. It is important that students review these requirements and work collaboratively with their clinical supervisors to develop the skills.

Throughout the semester, clinical supervisors will give the student ongoing feedback about clinical competency through weekly meetings, verbal or written feedback, feedback of reports/clinical documentation, and mid-term and final evaluations. A mid-term evaluation by clinical supervisors will be conducted as a means of giving specific feedback about overall progress in obtaining competencies, and providing structured, formal feedback to identify any competencies the student should focus on. Students who receive a rating of “unsatisfactory progress” should work with the supervisor to identify specific learning needs to meet competency expectations.

In order for a student to successfully complete clinical practicum (receive a grade of “Pass”) by the end of the semester, the student must demonstrate a skill set in a consistent manner; that is, the student must be able to demonstrate supervisor-specified skill set most of the time (i.e., 80% of the time) at an adequate performance level. As a rule of thumb, the expected performance level deemed appropriate for different phase of the students’ clinical practicum experience is depicted as follows:

****NOTE:** *The proposed criteria for the level of clinical competency below will be further reviewed and approved by the MS-SLP faculty.*

- **Practicum I:** *Present* (i.e., skill is present in many instances but still needs occasional instruction and improvement) at least 80% of the time.
- **Practicum II:** *Developed* (i.e., skill is present in most situations but requires refinement with very little supervisory instruction) at least 80% of the time.
- **Advanced Practicum (Externship):** *Competent* (i.e., skill is present and consistent supervisory consultation only) at least 80% of the time.

Remediation Plans for Clinical Practicum

Clinical service delivery can be challenging, even for experienced clinicians. For students working to acquire professional knowledge, understand the complexities of clinical service delivery, and develop beginning clinical skills, it can sometimes be overwhelming.

If the supervisor feels that the student’s performance during clinical service delivery at the mid-term evaluation is not adequate for successful completion of the practicum assignment (hence a rating of “unsatisfactory progress”), the supervisor must clearly indicate this concern to the student. At that time, the student and the supervisor will develop precise goals that must be achieved by the student during the remainder of the practicum assignment.

To support students and encourage success in the clinical practicum, supervisors will often formulate additional instructional assignments to support the student’s learning and facilitate achievement of the goals. These assignments are designed to provide the student with a better knowledge base, more direct instruction or modeling, more detailed explanation, or just more opportunities to practice a skill for refinement. Examples of additional instructional activities include:

- Reading assignments from textbooks or journal articles;
- More frequent individualized meetings with the clinical supervisor;
- Direct explanation or demonstration of a skill or activity;
- A specific assignment by the supervisor for the student to practice a skill, and/or
- A skill check-off by the clinical supervisor.

It is important that when supervisors suggest or assign instructional activities, students take responsibility for completing the work. It is also important that the student and the supervisor communicate clearly about the exact expectations for the student. Students should also be open and honest about time constraints they may have as supervisors may be able to assist them in prioritizing the many demands of clinical work. Failure of the student to complete the instructional activities or achieve the stated goals may result in a failing grade for the practicum assignment. Students who obtain a No Pass (NP) grade for practicum may not count the client contact hours toward the supervised clinical clock hour requirements for ASHA certification.

In general, any formal feedback provided to the student by clinical supervisors will also be communicated to the MS-SLP program's Director and faculty. Other less formal feedback that has been provided to the student may also be communicated to the program's Director and faculty at the supervisor's discretion.

Discussions with students, generally held in person when reasonably possible, may also be initiated by the clinical supervisor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or out of the clinical placement. Such discussions will generally be reported to the MS-SLP program's Director and faculty. The goal of any feedback provided to students is to help the student resolve the identified concern. For example, it may allow the student to demonstrate mastery of a given clinical skill or to modify their behavior.

Individual Action Plans for Failed Clinical Practicum

With the exception of a student who is dismissed from the program, students who receive a grade of NP in any clinical practicum or externship will typically be required to complete a comparable clinical practicum or externship in the next semester with an accompanying remediation plan. A student who continues in the program must successfully complete the remediation goals and achieve a Pass in the comparable practicum the following semester. Successful completion of the remediation does not change or replace the previously earned practicum grade.

Students who do not pass a full semester clinical practicum course should expect to extend their program by an equivalent length of time. Subsequent clinical assignments will be contingent on availability. A second No Pass grade or failure to meet the goals of the remediation plan will result in a recommendation for dismissal from the clinical practicum program by the Program Director and faculty.

Attendance

Attendance for all practicum assignments is critical. Students should recognize that absence affects not only their learning but also service delivery to the client/patient. Absence should occur only due to illness or an emergency. In the event of illness or an emergency, the student should notify the supervisor or clinic staff, providing as much notice as possible. The student should speak directly with the supervisor and provide information about the therapy or evaluation activities the student planned for the session. If the student cannot reach the supervisor, they should leave a voice mail message including a number where the supervisor may contact them. Students should recognize that supervisors are often in the clinic and unable to check voice mail for extended periods of time. If they have concerns that the supervisor may not retrieve the voicemail message prior to the client's appointment, they should contact a staff member of the clinic and request assistance in notifying the supervisor of their absence. Supervisors may choose to assign a student a make-up assignment in the event of absence. Multiple absences during a practicum assignment for any reason will jeopardize the student's successful completion of the practicum.

Record of Clinical Clock Hours

Practicum experiences are designed to meet the requirements for ASHA certification; therefore, maintaining records and monitoring accumulation of clinical clock hours is an important responsibility of the student and the program. A sample of clinical clock hour record form is attached in Appendix G. The program plans to use a web-based application (e.g., CALIPSO) to track and document students' progress in their academic and clinical education. The program will make sure that students' academic and clinical education meets the institution's standards and program's goals and complies with the standards for ASHA certification and state licensure. Students will be able to self monitor their progress in the program through the above-mentioned web-based application and through academic advising.

Graduate students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, at least 375 hours of which must be obtained through direct client/patient contact, and at least 325 hours must be obtained at the graduate level. Clock hours can be obtained only for the time during which the student clinician is providing direct evaluation or treatment services for clients and/or their families. Other clinical activities, such as team meetings, writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, documentation, and meetings with practicum supervisors are not considered direct patient/client contact hours or counted as "clock hours." Simply being present in the room, or for example, operating recording equipment, cannot be counted clinical contact time.

In accordance with ASHA certification standards, the program can accept alternative clinical education (ACE) experiences for up to 20% (75 hours) of direct client hours. Students may engage in supervised ACE activities and include these experiences toward total clock hours when assigned or approved by faculty of the MS-SLP program.

Examples of ACE experiences may include:

- Standardized patient experiences, or
- Simulation technologies (e.g., virtual patients, computerized simulations).

Clock hours will only be credited when a student receives a final grade of “Pass” for the practicum or externship. If a student earns a No Pass grade in a clinical practicum or externship course, any clinical contact hours accumulated during that course will not be counted toward clinical certification.

APPENDIX A

Master of Science in Speech-Language Pathology

Year 1		Credit Hours
Fall Semester		
MSLP 5000	Neurological Bases of Speech, Hearing and Language	3
MSLP 5001	Speech Production and Speech Perception	3
MSLP 5002	Speech Sound Disorders	3
MSLP 5003	Audiological Service Delivery in Speech-Language Pathology Laboratory	1
MSLP 5004	Research Methods in Communication Disorders	3
MSLP 5005	Clinical Methods in Speech-Language Pathology I	2
Spring Semester		
MSLP 5006	Aphasia and Related Disorders	3
MSLP 5007	Motor Speech Disorders	3
MSLP 5008	Language Disorders in Children: Preschool and School Age	3
MSLP 5009	Dysphagia in Adults and Children	3
MSLP 5010	Clinical Methods in Speech-Language Pathology II	2
MSLP 5011	Evidence-based Practice, Professional Issues and Ethics	2
Summer Semester		
MSLP 5012	Cognition and Communicative Disorders	3
MSLP 5013	Voice and Resonance Disorders	3
MSLP 5014	Fluency Disorders: Theory and Practice	3
MSLP 5015	Speech-Language Pathology Practicum I	4
Year 2		
Fall Semester		
MSLP 6000	Augmentative and Alternative Communication	2
MSLP 6001	Aging, Cultural and Linguistic Diversity	3
MSLP 6002	Head Neck Cancer and Trach and Vents	3
MSLP 6003	Applied Topics in Communication Disorders & Sciences	2
MSLP 6004	Speech-Language Pathology Practicum II	4
Spring Semester		
MSLP 6005	Speech-Language Pathology Advanced Practicum	8

APPENDIX B

SPEECH-LANGUAGE PATHOLOGY GRADUATE COURSES BY SEMESTER					
<u>Fall (YR1)</u>	CH	<u>Spring (YR1)</u>	CH	<u>Summer (YR1)</u>	CH
Neurological Bases of Speech/Hear/Lang	3	Aphasia and Related Disorders	3	Cognitive Communicative Disorders	3
Speech Production/Perception	3	Motor Speech Disorders	3	Voice and Resonance Disorders	3
Speech Sound Disorders	3	Language Disorders in Children	3	Fluency Disorders	3
Audiological Service Delivery (Lab)	1	Dysphagia	3	Clinical Practicum	4
Research Methods	3	Clinical Methods II	2		
Clinical Methods I	2	Professional Issues and Ethics	2		
Total Hrs: 15		Total Hrs: 16		Total Hrs: 13	
<u>Fall (YR2)</u>	CH	<u>Spring (YR2)</u>	CH		
AAC	2	Externship	8		
Aging/Cultural/Linguistic Diversity	3	Comprehensive Exam			
Head/Neck Cancer and Trach/Wents	3	Capstone project			
Applied Topics	2	Practic			
Clinical Practicum	4				
Total Hrs: 14		Total Hrs: 8			

(rev. 4/13/2017)

APPENDIX C



AMERICAN
SPEECH-LANGUAGE
HEARING
ASSOCIATION

American Speech-Language-Hearing Association
PO Box 1160 #313, Rockville, MD 20849

Name of Applicant: _____ (please print)

**2014 Standards for Clinical Certification in Speech-Language Pathology
Verification by Program Director**

Please respond to each statement. The applicant must have met each standard in order to be awarded certification.*

- Yes No Has a master's, doctoral, or other recognized post-baccalaureate degree. (Std. I)
- Yes No Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). (Std. II)
- Yes No 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 knowledge and skills outcomes. (Std. III)
- Yes No Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/behavior sciences. (Std. IV. A.)
- Yes No Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV. B.)
- Yes No Has 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 nine areas noted in the standard. (Std. IV. C.)
- Yes No Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (Std. IV. D.)
- Yes No Has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.)
- Yes No Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.)
- Yes No Has demonstrated knowledge of professional contemporary issues. (Std. IV. G.)
- Yes No Has 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. (Std. IV. H.)
- Yes No Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V. A.)
- Yes No Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities. (Std. V. B.)
- Yes No Has completed 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.)
- Yes No Has completed at least 325 of the 400 clock hours while engaged in graduate study. (Std. V. D.)
- Yes No Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate profession for the minimum number of required clinical practicum hours. The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient. (Std. V. E.)
- Yes No Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. (Std. V. F.)

***Attach an explanation for any statements above for which you checked "no."**

The program director or designee verifies that the student met each standard and has successfully met the academic program's requirements. *Photocopies or stamped signatures will not be accepted.*

Name of Program Director _____ Title _____

(Please print)

Signature _____ Date ____/____/____

Date course work and clinical practicum requirements for ASHA certification were completed ____/____/____

4

APPENDIX D

Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

The program must provide a curriculum leading to a master's or other entry-level graduate clinical degree with a major emphasis in speech-language pathology. The program must offer appropriate courses and clinical experiences on a regular basis so that students are able to satisfy the degree requirements within the published time frame.

The intent of this standard is to ensure that program graduates have opportunities to acquire the knowledge and skills needed for entry into professional practice across the range of practice settings (including but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for those state and national credentials for independent professional practice that are relevant to the program's purpose and goals.

Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice as listed below. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 supervised clinical education hours, 325 of which must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice.

It is the responsibility of the program to plan a clinical program of study for each student. The program must demonstrate that it has sufficient agreements with supervisors or preceptors and clinical sites to provide each student with the clinical experience necessary to prepare them for independent professional practice. It is the program's responsibility to design, organize, administer, and evaluate the overall clinical education of each student.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities must be provided 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, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
- social aspects of communication (e.g., behavioral and social skills affecting communication)
- communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders
- standards of ethical conduct
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
- processes used in research and the integration of research principles into evidence-based clinical practice
- contemporary professional issues and advocacy
- certification, specialty recognition, licensure, and other relevant professional credentials

The program must provide opportunities for students to acquire and demonstrate skills in the following areas:

- oral and written or other forms of communication
- prevention, evaluation, and intervention of communication disorders and swallowing disorders

- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior
- effective interaction with patients, families, professionals, and other individuals, as appropriate
- delivery of services to culturally and linguistically diverse populations
- application of the principles of evidence-based practice
- self-evaluation of effectiveness of practice

3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

The program must provide evidence that the curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. Sensitivity to issues of diversity should be infused throughout the curriculum. Evidence of regular and systematic evaluation may include institutional program evaluations, exit interviews, alumni and employer input, and faculty and administrative review of student performance and outcomes.

3.3B The scientific and research foundations of the profession are evident in the curriculum.

The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and statistics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research literature with an emphasis on the fundamentals of evidenced-based practice, as well as the application of these principles and practices to clinical populations. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program, institution, and profession.

3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.

The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements.

3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

The program must have written policies that describe how the manner and amount of supervision are determined and adjusted to reflect the competence of each student and the specific needs of the clients/patients served. The written policies must describe the extent to which students are supervised and receive supervisor or preceptor consultation when providing services to client/patients. Procedures for client/patient safety, confidentiality, and security of client/patient records must also be clearly described in the program's written policies, in accordance with relevant federal and state regulations. Ethical standards must be clearly documented in the program's published materials.

3.6B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

The program must have written agreements with all active external facilities, its policies regarding the identification and ongoing evaluation of external facilities, procedures for selecting and placing students in external clinical sites, and evidence that clinical education in external facilities is monitored by the program to ensure that educational objectives are met.

3.7B The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds. Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.

Standard 4.0 Students

4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

The program's criteria for admission must meet or exceed those of the institution and be appropriate for the degree being offered. The admissions standards of the program and of the institution must be described and a rationale presented for any differences between the two sets of criteria. Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed.

4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

The program must provide evidence that its curriculum and its policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect

**Master of Science Program in Speech-Language Pathology
UT Health at San Antonio**

Clinical Practicum Evaluation/Competency Assessment
Diagnostic Process

Clinical Level: 1st / 2nd / 3rd **Clinical Practicum** Supervisor: _____

Semester/Year: _____ Practicum Site: _____

Disorder types _____ Adult / Child

Relevant Academic Course(s) Completed? Yes / No

Level of Performance

NO = Not observed	A= Absent	E= Emerging	P=Present	D=Developed	C=Competent
No opportunity to observe	Skills not present or demonstrated	Skill is developing but still requires constant instruction	Skill is present in many instances but still needs occasional instruction and improvement	Skill is present in most situations but requires refinement with very little supervisory instruction	Skill is present and consistent supervisory consultation only

I. Interviewing	Midterm	Final
1. Clinician obtains complete case history information and uses the information to formulate diagnostic plan. <i>(Collect case history information and integrate information from clients or caretaker.)</i>		
2. Clinician utilizes effective interviewing techniques during case history. <i>(Collect case history information and integrate information from clients or caretakers.)</i>		

II. Assessment Procedures	Midterm	Final
1. Clinician selects appropriate assessment procedures based on case history information. <i>(Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests and instrumental procedures.)</i>		
A- Behavioral observation procedures		
B- Standardized and non-standardized tests/procedures		
C- Dynamic assessment procedures		
D- Instrumental procedures		

2. Clinician administers procedures appropriately, and adapts procedures to meet client's needs. <i>(Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests and instrumental procedures)</i>		
3. Clinician collects and interprets data accurately		
4. Clinician integrates professional knowledge (normal processes and differences/disorders) when selecting and interpreting assessment procedures.		

III. Integration of Information	Midterm	Final
1. Clinician makes appropriate judgments regarding standardized and non-standardized test results, including validity/reliability.		
2. Clinician integrates history, test results, and observations to formulate accurate diagnostic impressions. <i>(Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention)</i>		
3. Clinician makes appropriate recommendations including need for treatment and intensity/duration of treatment recommend environmental modifications, and referral for related services. <i>(Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention)</i>		
4. Clinician develops appropriate expected outcomes of intervention, including recommended goals. <i>(Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention)</i>		
5. Clinician determines prognosis		

IV. Reporting Results	Midterm	Final
1. Clinician documents evaluation results in a clear, concise and professional manner. <i>(Complete administrative and reporting functions necessary to support evaluation)</i>		
2. Clinician communicates evaluation results to client/family and caregivers/other professionals in a clear, concise, and professional manner, which encourages input and discussion. <i>(Complete administrative and reporting functions necessary to support evaluation)</i>		

V. Responsibility, Supervisory Interaction, and Professional Behavior	Midterm	Final
1. Demonstrates commitment and respect to client and family.		
2. Demonstrates initiative, responsibility and desire to learn.		
3. Consistently follows all policies and procedures of the clinical setting.		
4. Accepts responsibility for learning including self-evaluation and investigation.		

5. Engages positively in supervisory interactions, including asking questions, seeking assistance when needed, and implementing feedback/suggestions.		
6. Displays respect and courtesy toward supervisors, faculty, clinic staff and fellow students.		
7. Recognizes the importance of a client's culture and life experiences and incorporates that into interactions and decision-making.		
8. Assists clients and family members in self-advocacy activities.		

Mid-term evaluation

Student's overall performance: **Satisfactory / Unsatisfactory**

Supervisor's comments:

To improve to satisfactory level, student must: (complete only if mid-semester evaluation is unsatisfactory.)

Mid-Term Student Goals: (May be set during mid-term conference. Goals should be student generated with input from supervisor.)

Final evaluation

Recommendation for Clinic Credits: **Pass / Fail**

Supervisor's Comments:

**Master of Science Program in Speech-Language Pathology
UT Health at San Antonio**

Clinical Practicum Evaluation/Competency Assessment

Treatment Process

Clinical Level: 1st / 2nd / 3rd
Clinical Practicum Supervisor: _____

Semester/Year: _____ Practicum Site: _____

Disorder type _____ Adult / Child

Clinical Experience with Disorder: none limited some advanced
(1 case) (2-4 cases) (5 or more cases)

Relevant Academic Course(s) Completed? Yes / No

Level of Performance

NO = Not observed	A= Absent	E= Emerging	P=Present	D=Developed	C=Competent
No opportunity to observe	Skills not present or demonstrated	Skill is developing but still requires constant instruction	Skill is present in many instances but still needs occasional instruction and improvement	Skill is present in most situations but requires refinement with very little supervisory instruction	Skill is present and consistent supervisory consultation only

I. Preparation and Implementation of Treatment	Midterm	Final
1. Uses existing client data to gain understanding of case.		
2. Uses information gained from theory and research, including evidence-based practice, to formulate appropriate intervention plans. <i>(Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients' needs. Collaborate with clients and relevant others in the planning process.)</i>		
3. Develops effective intervention strategies that facilitate achievement of therapy goals. <i>(Select or develop and use appropriate materials and instrumentation for prevention and intervention.)</i>		
4. Explains treatment goals/plan to client and family, and collaborates with family to define goals. <i>(Select or develop and use appropriate materials and instrumentation for prevention and intervention.)</i>		
5. Uses effective elicitation techniques and cues, including modifications when needed. <i>(Implement intervention plans.)</i>		
6. Accurately observes and interprets client's response to treatment utilizing effective and efficient data collection methods. <i>(Measure and evaluate clients' performance and progress.)</i>		

7. Reinforces accurate responses. Develops strategies to encourage generalization.		
8. Prepares and manages session including:		
A- Prepares tasks/materials		
B- Obtains adequate responses from client.		
C- Paces session appropriately.		
D- Facilitates participation and manages behavior.		
9. Encourages client to self-evaluate.		
10. Engages client/family in the intervention process. <i>(Implement intervention plans-involve clients in the intervention process)</i>		

II. Analysis and Documentation of Treatment	Midterm	Final
1. Conducts ongoing assessment of the treatment program and identifies when goals have been achieved and when new goals need to be established. <i>(Measure and evaluate clients' performance and progress)</i>		
2. Provides education to client and family regarding status, outcome of intervention, and prognosis for additional improvement. <i>(Provide counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others)</i>		
3. Collaborates with client/family/school personnel and other professionals in order to meet client's needs. <i>(Collaborate with other professionals in case management)</i>		
4. Takes risks to try new methods of intervention supported by reasonable clinical theory/evidence and evaluates the effectiveness of those procedures. <i>(Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of the client)</i>		
5. Documents daily sessions in a clear, concise, and accurate manner. <i>(Complete administrative and reporting functions necessary to support intervention)</i>		
6. Documents overall progress in a clear, concise, and accurate manner. <i>(Complete administrative and reporting functions necessary to support intervention)</i>		
7. Makes appropriate recommendations for continued treatment/re-evaluation, discharge, referral for other services and so forth. <i>(Identify and refer clients for services as appropriate)</i>		

III. Responsibility, Supervisory Interaction, and Professional Behavior <i>(Adhere to ASHA Code of Ethics and behave professionally)</i>	Midterm	Final
1. Demonstrates commitment and respect to the client and family.		
2. Demonstrates initiative, responsibility, and desire to learn.		
3. Consistently follows all policies and procedures of the Center.		

4. Accepts responsibility for learning including self-evaluation and investigation.		
5. Engages positively in supervisory interactions, including asking questions, seeking assistance when needed, and implementing feedback/suggestions.		
6. Displays respect and courtesy toward supervisors, faculty, clinic staff, and fellow students.		
7. Recognizes the importance of a client's culture and life experiences and incorporates that into interactions and decision-making. <i>(Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others)</i>		
8. Assists clients and family members in self-advocacy activities.		

Mid-term evaluation

Student's overall performance: **Satisfactory / Unsatisfactory**

Supervisor's comments:

To improve to satisfactory level, student must: (complete only if mid-semester evaluation is unsatisfactory.)

Mid-Term Student Goals: (May be set during mid-term conference. Goals should be student generated with input from supervisor.)

Final evaluation

Recommendation for Clinic Credits: **Pass / Fail**

Supervisor's Comments:

APPENDIX G

**Master of Science Program in Speech-Language Pathology
UT Health at San Antonio**

Record of Clinical Hour

Clinical Level: 1st / 2nd / 3rd Clinical Practicum *Practicum Site:* _____

Semester/Year: _____ *Supervisor:* _____

	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognitive	Social	Modalities (AAC)	Total
Child DX										
Child RX										
Adult DX										
Adult RX										
Total										

I certify that these reported hours represent an accurate accounting of my clinical practicum work for this semester.

Student's signature

Grand Total: _____ **Accepted by:** _____ **Date:** _____

Supervisor's signature

ASHA # _____ TX License # _____