It's my pleasure to welcome you to the Department of Communication Sciences and Disorders (DCSD) at the University of Central Florida. As a new graduate student, you are beginning a journey of personal and professional growth at an institution offering more than 50 years of excellence and distinction.

In this handbook, you will find information to help you start your academic experience at UCF. I would also welcome you to check out our website (https://www.cohpa.ucf.edu/csd/) to learn about our high-quality educational programs, meet our dedicated faculty and staff, and learn about the exciting teaching, research and service activities in which we are involved in collaboration with our valued colleagues within and outside of the university. Above all, we want to communicate our commitment to children, adolescents and adults with communication and related disorders. Everything we do is in service to that commitment.

We are proud to be ranked among the top 100 speech-language pathology programs in the nation, with our rank steadily increasing. We are a large program, enjoying the benefits that come with size, importantly a large, diverse faculty with many different subspecialties that span the field of communication sciences and disorders. If you look at our faculty directory you will notice the names of many internationally and nationally known experts in a variety of areas. We are also unique in that many of our faculty members focus on providing state-of-the-art clinical education, which is a specialty area in and of itself. Our hard-working and talented staff is another reason for celebration. We could not operate all the moving parts in our department without them. All in all they don't come any better than our faculty and staff!

And we feel the same way about our students. We have outstanding students who excel in a number of areas. Check out the accomplishments of our faculty and students on our website. No doubt you will be impressed. We are always on the move, trying to make life better for individuals with communication and related disorders by preparing the best practitioners, leaders, researchers and scholars to serve them. UCF Stands for Opportunity and opportunities abound in the Department of Communication Sciences and Disorders.

Warmest regards,

Richard I. Zraick, Ph.D., CCC-SLP, ASHA Fellow
Professor and Chair, Department of Communication Sciences and Disorders
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The purpose of the Graduate Student Handbook is to provide you with information about the policies and procedures of the Department of Communication Sciences and Disorders (DCSD) and to assist you in steering your way through your program of study, your clinical experience, including your externship and the certification process. This Handbook is the primary source of information regarding policies, regulations, and academic and clinical requirements necessary to complete the master’s degree, certification by the American Speech-Language-Hearing Association (ASHA), certification by the Florida Department of Education (FLDOE), and licensure by the State of Florida. The Master’s Student Handbook is not meant to be an exhaustive collection of all UCF and departmental policies; instead, it serves as a supplement to the UCF Graduate Catalog, the Thesis and Dissertation Manual, The UCF Golden Rule, and other official UCF policies and procedures documents pertaining to students. Copies of this Handbook are available on the Departmental website at https://www.cohpa.ucf.edu/csd/wp-content/uploads/sites/8/2017/10/master-student-handbook-pub063017.pdf

You should also review the UCF Graduate Catalog (http://www.graduatecatalog.ucf.edu/), which is the final source regarding University policies on graduate programs. While enrolled in the program, you are responsible for being informed about all rules, regulations, and procedures required for graduate studies, in general, and the master’s program in communication sciences and disorders, in particular.

We have attempted to cover departmental policies and procedures as completely as possible; however, the Handbook is a living document and may be modified, with notice, at the discretion of the department. Additionally, the application of policies to particular cases may vary with the special circumstances related to individual students. As you progress through your program, you may experience additional questions and concerns that are not addressed formally in Departmental or University publications. In these cases, we encourage you to seek information from your academic advisor, faculty advisors, clinic advisor, the Master’s Program Coordinator, the Chair of the Board of Clinical Educators or the Department Chairperson. Other academic and clinical faculty members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, gender expression and veteran status (as protected under the Vietnam Era Veterans Readjustment Assistance Act). This commitment applies to the University’s relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.

It is the policy of the University that each employee and student be allowed to work and study in an environment free from unlawful discrimination, including harassment, and retaliation.

Authority: BOG Regulation 1.001. History New 10-8-75, Amended 1-10-82, 1-9-83, 12-27-83, 12-27-84, Formerly 6C7-3.01, Amended 3-27-86, 1-6-93, 3-16-03, 11-07-07, 07-10-08. Formerly 6C7-3.001, Amended 3-25-00, 1-3-11.
The Department of Communication Sciences and Disorders (DCSD) is part of the College of Health and Public Affairs (COHPA). The Department has a current enrollment of approximately 700 bachelor’s-level majors and 200 master’s-level majors. With 31 full-time faculty and numerous affiliated faculty, the Department offers students a broad academic curriculum, comprehensive clinical experiences, and ongoing research opportunities in human communication sciences and disorders.

Vision Statement

The Department of Communication Sciences and Disorders strives to be a world-class center for transformative research, teaching, and learning, and to be a leader in community-based programs that support and empower individuals affected by communication disorders.

Mission Statement

The faculty and staff of the Department of Communication Sciences and Disorders at the University of Central Florida are dedicated to empower our students to achieve their greatest potential as clinicians, scientists, scholars, and professionals. By providing the foundations of our discipline and through the use of innovative technology, we enable our graduates to be leaders who positively impact individuals and their communities.

Accreditation

The Master of Arts in Communication Sciences and Disorders education program in Speech-Language Pathology at the University of Central 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.
Eligibility Requirements and Essential Functions

PREAMBLE

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate programs that prepare individuals to enter professional practice in audiology and/or speech-language pathology. The Department of Communication Sciences and Disorders (DSCD) at the University of Central Florida (UCF) has an accredited program in speech-language pathology. All students admitted to the master’s program in the DCSD are bound by the professional standards needed to successfully engage in the speech-language pathology profession. The knowledge and skill standards of the profession are defined by ASHA in Standard IV-A through IV-G and Standard V-A through V-C of The Standards for the Certificate of Clinical Competence in Speech-Language Pathology (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards).

In order to acquire the knowledge and skills required by ASHA in the practice of speech-language pathology, to function in a wide variety of clinical situations, and to render many different kinds of client services, students enrolled in the Communication Sciences and Disorders (CSD) program at UCF must have skills and attributes in six specific areas, called “essential academic/clinical requirements”:

- Communication
- Intellectual/Cognitive
- Health/Vitality
- Motor
- Sensory/Observational
- Behavioral/Social

These essential academic/clinical functions enable a student to meet graduate and professional requirements as measured by state licensure and national certification (i.e. the Certificate of Clinical Competence of the American Speech-Language-Hearing Association). 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 and attributes that should be present when a student begins the program.

Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the essential academic/clinical requirements presented below. To be qualified for the study of speech-language pathology in the CSD program at the UCF, students must be able to meet both our eligibility requirements and essential academic and clinical requirements with or without reasonable modifications. A modification is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience (Reasonable modifications are not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education).

The DCSD acknowledges its responsibility to provide reasonable modifications to individuals with disabilities per the requirements of Section 504 of the Vocational Rehabilitation Act of 1973 (U.S. Department of Education, 2010; see https://www2.ed.gov/policy/speced/reg/narrative.html and Title II of the Americans With Disabilities Act (see https://www.ada.gov/ada_title_II.htm) However, the burden is on the student to demonstrate that he/she can meet the essential academic/clinical requirements of the program. If students feel they are unable to meet these standards due to a disability, it is their responsibility to register as a student with a disability with the UCF Student Accessibility Services (SAS) Office http://sas.sdes.ucf.edu/ on campus (see additional information below on Students with Disabilities) and to contact the appropriate faculty member (s) to seek reasonable modifications.
Eligibility Requirements and Essential Functions

Procedure:
Upon admission to the Communication Sciences and Disorders Program all students must sign a form acknowledging that they have read and understand the essential functions.

Students who may have concerns about meeting these expectations are advised to meet with the Master’s Program Coordinator.

If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must register as a student with a disability with the UCF Student Accessibility Services (SAS) Office http://sas.sdes.ucf.edu/ on campus, and contact the Master’s Program Coordinator and the appropriate faculty member (s) to seek reasonable accommodations.

Due to the time it takes to properly evaluate a student’s needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or clinical education experience. The student should also contact the Master’s Program Coordinator to discuss reasonable accommodations.

COMMUNICATION
A student must possess adequate skills to communicate in both oral and written Standard American English in order to engage in all clinical activities appropriately and independently, including accurate assessments, effective intervention, consultation to patients/clients, caregivers of patients/clients, and health care professionals and other related functions associated with professional practice.

- Engage in professional dialogue coherently with clients, colleagues, other healthcare professionals, and community or professional groups.
- Convey information accurately with relevance and cultural sensitivity.
- Demonstrate appropriate communication (non-verbal and verbal) for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons involved in service delivery.
- Utilize detailed oral and written information in order to make unique and dependent decisions.
- Speak intelligibly in Standard American English.
- Write discipline-specific papers, clinical reports and other required professional products in Standard American English.

INTELLECTUAL / COGNITIVE
A student must possess adequate intellectual and cognitive skills to comprehend, retain, integrate, synthesize, infer, evaluate and apply oral and written information sufficiently to meet academic and clinical demands:

- Self-evaluate and communicate limits of one’s own knowledge and skill and utilize resources in order to increase knowledge.
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
Eligibility Requirements and Essential Functions

- Apply academic information in clinical contexts.
- Critically evaluate information, solve problems, reason, and make sound clinical judgments in client assessment, diagnostic and therapeutic plan and implementation.
- Maintain attention and concentration for sufficient time to complete academic and clinical tasks (e.g. up to 4-hour blocks of time in clinical practice with one or two breaks.)
- Retain information over time.
- Schedule and prioritize activities, and provide documentation in a timely manner.
- Comply with administrative, ethical, legal, and regulatory policies.

HEALTH/VITALITY

A student must possess the physical health and stamina needed to carry out the speech-language pathology program. The student must be able to:

- Provide for one’s own personal hygiene.
- Sustain necessary physical activity level in required academic and clinical activities.*
- Continuously sit or stand for several hours.
- Maintain adequate physical health to complete academic and clinical requirements and in order to not put at risk clients and others in the work/academic environment.

MOTOR

A student must have sufficient motor abilities to attend class, to engage in the routine activities related to knowledge and skill demonstration and use in academic and clinical settings, and perform all the responsibilities expected of students in clinical/internship placements (e.g., schools, hospitals). A student must possess motor skills to:

- Move independently to, from, and in academic/clinical/work setting.
- Access transportation to and from clinical and academic learning settings.*
- Participate in activities for the defined workday.*
- Efficiently manipulate screening/diagnostic materials, including completion of screening/evaluation protocols without violation of testing protocol and within best practice parameters.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe and effective manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).
- Effectively manage the treatment environment and materials, including the process of data collection.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc., and in application of universal precautions.*
Eligibility Requirements and Essential Functions

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills involved in vision, hearing, touch, and smell to observe effectively in classroom, laboratory, and clinical settings, identify normal and disordered speech, language, hearing, and swallowing abilities, identify the need for alternative modalities of communication, and recognize when a client or client’s family does not understand the clinician’s written or verbal communication. A student must possess adequate sensory skills to:

- Acquire knowledge and skills required by the program and master information presented in course work through lectures, and recorded audio signals, including subtle discriminations involving individual phonemes, phoneme sequences, words, larger language segments, and suprasegmental features of speech.
- Assess, counsel, and treat individuals with communication disorders (e.g. sufficiently assess speech-related structures and functions).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Maintain and use technology related to communication assessment and therapy.
- Recognize and respond appropriately to emergencies that potentially affect clients and others (e.g., know when there is a fire alarm and safely evacuate self and client).
- Monitor client responses and materials.
- Make accurate judgments about speech and/or acoustic signals.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to conduct themselves in a manner consistent with professional standards:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- 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.
- Accept appropriate suggestions and constructive criticism and respond by modification of behavior.
- Dress appropriately and professionally.
- Maintain composure and emotional stability in demanding situations.
- Respect supervisory authority.
- Abide by the university’s academic integrity policy.
Eligibility Requirements and Essential Functions

I, ____________________________________ (please print your full name) have read and understand the purpose and guidelines of the “Essential Functions Statement”.

I understand the successful completion of the Communication Sciences and Disorders program is contingent upon my ability to perform the skills, with or without accommodations, listed in the Essential Functions Document.

I understand that if an accommodation needs to be requested, I must assume the responsibility to register as a student with a disability with the UCF Student Accessibility Services (SAS) Office (http://sas.sdes.ucf.edu/) on campus and contact the appropriate faculty member (s) to seek reasonable accommodations prior to the initiative of any academic or clinical experiences.

I understand that reasonable accommodations in the academic setting and reasonable accommodations in the clinical setting differ.

Once admitted and enrolled in the master’s program in the Department of Communication Sciences and Disorders, I understand that if I have any questions following enrollment, I should contact the Chair of the DCSD, the Master’s Program Coordinator or my designated Faculty Advisor.

I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by the program and University, including but not limited to dismissal from the Communication Sciences and Disorders master’s program at the University of Central Florida.

__________________________________________________________________

Student Signature

__________________________________________________________________

Date
**Programs of Study**

In the Master of Arts program in Communication Sciences and Disorders, the plan of study includes a minimum of 72 credit hours of graduate-level coursework, including 38 credit hours of core academic courses, 9 credit hours of electives, and 25 credit hours of clinical practice.

The **Traditional Track** is a full-time, year-round program completed in six consecutive semesters, including two summers. See the Graduate Catalog for your catalog year to review the sequence of courses.

**Out-of-field** students complete additional prerequisite coursework. See the Graduate Catalog for your catalog year to review the sequence of courses and the following page for more information.

The **Consortium Track** is a five-year, “Summers Mainly” program, including five consecutive summers of full-time enrollment and occasional enrollment during Fall or Spring semesters. See the Graduate Catalog for your catalog year to review the sequence of courses.

The **Accelerated Track** enables highly qualified current UCF undergraduate majors in communication sciences and disorders to achieve the master's degree in one less semester than students in the traditional track. Students are able to enroll in 16 credit hours of graduate-level courses while completing the bachelor's degree. See the Graduate Catalog for your catalog year to review the sequence of courses.

Your prescribed program of study will consist of a range of academic, clinical, and research experiences that you must complete satisfactorily to fulfill degree requirements and graduate. The specific academic courses, clinical practicum/internship and research you undertake during your program will be determined by your interests, UCF requirements, ASHA and Florida Department of Education certification requirements, and Florida State Licensure Requirements.

During your first semester of enrollment, you will sign your Graduate Plan of Study (GPS). Once created, the GPS may not be altered solely due to poor academic performance, and you must maintain satisfactory progress as defined in all courses. The GPS serves as an agreement between you, the Department, and the University. Therefore, you may not deviate from your GPS without appropriate approval.

Throughout the program you must meet with your faculty advisor to update your plan, select elective options, discuss research opportunities, and to make sure you are on track to graduate. Consult with your faculty advisor if you are experiencing academic difficulties or need to request a leave of absence from the program. Changes to the GPS will only be approved under extraordinary circumstances and must be approved either by the Master’s Program Coordinator or the Department Chair.
ASHA Prerequisites

To be certified to practice by the American Speech-Language-Hearing Association, all students must have transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas:

- biological sciences
- physical sciences (chemistry or physics)
- social/behavioral sciences
- statistics

Courses may consist of any number of credits and must be taken outside the discipline. Statistics is a prerequisite to SPA 6805 Research in Communication Disorders.

You will be required to successfully complete these prerequisites as part of your graduate plan of study if you do not meet these requirements at the time of admission. Most students complete this requirement as part of their bachelor’s degree.

Out-of-Field Prerequisites

If you majored in a degree program other than communication sciences and disorders or speech-language pathology and audiology, you are considered an out-of-field student. Out-of-field students require an additional 32 to 35 credit hours of prerequisite course work that may be completed in approximately two semesters once admitted. You must also obtain at least 25 observation hours prior to the start of your clinical assignments. Please consult with your instructor of SPA 6551 Foundations of Clinical Practice I to arrange for the completion of your observation hours.

Out-of-field students must complete the following undergraduate prerequisite courses or their equivalents:

- LIN 3713 Language Science (3 credit hours)
- LIN 3716/3716L Language Development and Lab (5 credit hours)
- SPA 3101 Physiological Bases of Speech and Hearing (3 credit hours)
- SPA 3104 Neural Bases of Communication (3 credit hours)
- SPA 3112/3112L Basic Phonetics and Lab (4 credit hours)
- SPA 3011/3011L Speech Science I: Production and Lab (4 credit hours)
- SPA 3123/3123L Speech Science II: Perception and Lab (4 credit hours)
- SPA 4032 Audiology (3 credit hours)
- SPA 4326 Hearing Across the Lifespan (3 credit hours)
MASTER OF ARTS DEGREE

Core Academic Courses — 38 Credit Hours

- SPA 6204 Articulation/Phonological Disorders (3 credit hours)
- SPA 6211C Voice Disorders (4 credit hours)
- SPA 6225C Fluency Disorders (4 credit hours)
- SPA 6236 Motor Speech Disorders in Adults and Children (3 credit hours)
- SPA 6327 Aural Habilitation /Rehabilitation
- SPA 6496 Language Disorders in Children and Adolescents (6 credit hours)
- SPA 6410 Aphasia and Related Disorders (3 credit hours)
- SPA 6474 Assess and Mgt. of Culturally and Linguistically Diverse Populations (3 credit hours)
- SPA 6559 Augmentative and Alternative Communication Systems (3 credit hours)
- SPA 6565 Feeding and Swallowing Disorders (3 credit hours)
- SPA 6805 Research in Communicative Disorders (3 credit hours)

Clinical Courses—25 Credit Hours

- SPA 6551 Foundations of Clinical Practice: Level I (1 credit hour)
- SPA 6503 Foundations of Clinical Practice: Level II (1 credit hour)
- SPA 6503L Foundations of Clinical Practice: Level II Application (1 credit hour, taken twice)
- SPA 6553L Clinical Practice in Differential Diagnosis in SLP (1 credit hour, taken twice)
- SPA 6942 Foundations of Clinical Practice: Level III (1 credit hour)
- SPA 6942L Foundations of Clinical Practice: Level III Application (1 credit hour, taken twice)
- SPA 6943 Clinical Practice: Level I (3 credit hours)
- SPA 6946 Clinical Practice: Level II Part-Time (3 credit hours)
- SPA 6946 Clinical Practice: Level III Full-Time (10 credit hours)

Supervised clinical practice is an integral part of the master’s program in Communication Sciences and Disorders. It provides you with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. You will complete three clinical practicums and a diagnostic practicum in the UCF Communication Disorders Clinic and other affiliated facilities, as well as internships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practicums and internships, you obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practicum and internships vary in length and do not always coincide with the academic calendar.
Elective Requirements

Electives may be selected from those offered through the Department of Communication Sciences and Disorders or from courses offered in related disciplines such as reading education, exceptional education, early childhood education, psychology, and gerontology. **Only one elective can be completed outside of the department and you must receive approval prior to registering for the outside elective.**

9 credit hours of elective coursework is required for the master’s degree. Students complete one elective in the 4th semester of the program and two electives in the 5th semester of the program.

The following electives are offered by the department on a regular basis:

- SPA 6245 Communication Disorders in Cleft Palate-Velopharyngeal Dysfunction
- SPA 6401 Language Disorders in Infants and Toddlers
- SPA 6417 Cognitive-Communicative Disorders
- SPA 6432 Issues in Autism
- SPA 6453 Management of Cognitive Communication Disorders in Traumatic Brain Injury
- SPA 6057 Methods in School Speech-Language Pathology
- SPA 6569 Management of Upper Airway and Aerodigestive Disorders
- SPA 6843 Severe Language-Based Reading and Writing Disabilities
Thesis Option

The Thesis Option is designed specifically for students who are interested in conducting research and/or who wish to pursue doctoral studies or careers as research scientists and assistants. This program option requires a serious commitment to the research process and should only be undertaken with the notion of engaging in a project from the beginning stages of conceptualization to the ending stages of manuscript preparation, presentation and possible publication. The Thesis Option will provide you with hands-on research experiences under the mentorship of a faculty advisor and committee who will guide you through the entire process. When completed with the right spirit, the Thesis Option can be one of the most growth-producing experiences of your master’s program. Without a doubt, this option will prepare you for advanced study and the completion of a doctoral dissertation.

For this option, you will be required to complete a thesis for 6 credit hours that may substitute for 6 credit hours of electives. One additional elective (3 credit hours) is required in addition to the thesis credits. Once you begin work on the Thesis, you must enroll for at least 1 credit hour of SPA 6971 each semester, including the term in which you graduate. **Thesis hours cannot be counted toward graduation requirements if you fail to complete or successfully defend the thesis.**

UCF encourages students to be proactive throughout the thesis and dissertation process. This will require effective planning, awareness, and use of resources, as well as communication with department, program, and college faculty.
Major steps of the Thesis Process:

Below are the major stages of the Thesis process. Note that several of these stages have “hard” deadlines that are published in the UCF Academic Calendar or UCF College of Graduate Studies website (see https://www_students_graduate.ucf.edu/ETD/). Students and Advisors should check the Thesis and Dissertation calendar each term for deadlines.

1. **Master’s students who wish to complete a thesis in the degree program should consult with their Program director or advisor.** The degree program must have a thesis option and the student must be approved to complete the thesis option in order for the student to proceed.

2. **Identify a Thesis Committee and complete the Thesis Committee Approval Form**
   - Establishment of a thesis committee and submission of the Committee Approval form is the first step in the process.
   - Students **MAY NOT** register for Thesis hours until this step is complete.
   - If the student is approved to complete the thesis option, a thesis committee is created and the Thesis Committee Approval form completed.
   - A Graduate Plan of Study e-form should be submitted changing the student’s status to “Thesis Student.”
   - The Thesis Committee Approval form should be submitted to the College of Graduate Studies with a copy to the COHPA Graduate Office PRIOR to the student beginning work for the thesis.

3. **Registering for Thesis hours.**
   - Once the Committee Approval Form has been submitted, the department should submit a Permission Request to the COHPA Graduate Office to allow the student to register for Thesis hours.
   - Student may register for thesis after Permission Request has been processed.

**Thesis and Dissertation panel in myUCF Student Center**
   - Once student is established as a “Thesis Student,” the “Thesis and Dissertation Services” page will be available to the student in their Student Account in MyUCF.
   - Students use the “Thesis and Dissertation Services” page to track milestones in the thesis process, submit for the Format Review, access the Approval form and make their Final Submission.

4. **Complete and Submit a research proposal (requirements vary depending upon program).**

5. **Thesis Defense and Final Approval**
   - In the semester the student is ready to defend, they must submit a bookmarked .pdf file via their Student Center for format review by the format review deadline (this is a hard deadline).
   - If the format review deadline is met, a defense date can be confirmed. Notify the COHPA Graduate Office once the defense date is set so an official announcement can be sent.

6. **Submit draft (electronically) to College of Graduate studies by Format Review Deadline**
   - A hard copy of the thesis document and the *Turn it In* report must be submitted to the COHPA.
MASTER OF ARTS DEGREE

Associate Dean for Academic Affairs immediately after the format review submission (must be at least THREE Weeks) prior to the defense date). The official announcement will not be sent by the COHPA Graduate Office until the Associate Dean has reviewed the document.

7. Provide COHPA Associate Dean of Academic Affairs with hard copy of draft and Turn it in Report.

8. Send defense announcement to COHPA Graduate Office for distribution.
   • The COHPA Graduate Office will get the Associate Dean and Dean signatures and forward page to the College of Graduate Studies.
   • Student should submit the final thesis electronically via the T/D Services panel in MyUCF by the Final Submission deadline (hard deadline).

   • The thesis defense must be completed by the defense deadline (hard deadline).
   • If successful, the student should prepare the Thesis Approval form via the Thesis and Dissertation Services panel in MyUCF. The approval form also includes the “Release Option” information.

10. Get signature page signed by committee members and submit to COHPA Graduate Office.
    • The form should be signed by all committee members and submitted to the COHPA Graduate Office.

11. Submit final version (electronically) to College of Graduate Studies.

The Department of Communication Sciences and Disorders offers a full range of advising services, including academic, professional, and personal advisement. The department provides you with two types of advisors: Academic Advisors and Faculty Advisors.

**Academic Advisors** are non-faculty, professional staff members who are knowledgeable about departmental program requirements and university policies and procedures.

**Faculty Advisors** are full-time professors in the Department of Communication Sciences and Disorders. When you enter the master’s program, you will be assigned to a faculty advisor who will be responsible for academic and professional advising. Contact your faculty advisor in the first semester. To assure successful progress through the program, you will be required to meet with your Faculty Advisor each semester to affirm that you are “on track” for completion of the program.

As you move through the program, you will follow a prescribed sequence of courses. This sequence can only be changed under extraordinary circumstances. See your faculty advisor, academic advisor, or the Master’s Program Coordinator if you need to request a change in your Graduate Plan of Study. A request to change a Graduate Plan of Study will be granted only for the most significant and serious reasons.

**Advising Appointments**

Your faculty advisor may only be available during select days/times or by appointment. Ask your faculty advisor for their office hours at the start of each semester. Email your faculty advisor or academic advisor at least 2 business days in advance of your requested appointment.

Some advising questions or concerns may not be addressed immediately if faculty or staff members are already addressing other concerns or emergencies for the department or another student. If you have an urgent concern, contact the front desk at 407-823-4798.

**Reminder:** All students are required to have a Knight Email address as the official means through which the University communicates with students.
Override Requests
Email csdgraduate@ucf.edu to request a course override. The e-mail should include:

- your name, PID, and semester the course is offered
- course title, prefix, number, and section number (e. g., – SPA 6211C - Voice Disorders)
- type of override request (e. g., - course is closed; unknown computer error; or, a prerequisite not taken)

When requesting overrides, you must allow three to five business days for the request to be reviewed by departmental advisors and Master’s Program Coordinator. We ask that you not e-mail duplicate requests or call the office regarding a submitted request as repeated e-mails and phone calls slow down the response time for all students. Override requests will only be approved for courses on your current graduate plan of study.

Elective Approval
Only one elective can be completed outside of the department and you must receive approval prior to registering for the outside elective. To request approval, email the Academic Advisor and Master’s Program Coordinator the following information:

- your name, PID, and semester the course is offered
- course title, prefix, number, and course description (including prerequisites)
- reason why you want to complete the course as an elective and how it relates to your studies

Leave of Absence Request
The master’s program is a full-time, year-round program. Any requests to take time off (leave of absence) must be approved by the Master’s Program Coordinator prior to the start of the semester in which you will be absent. Leave of absence requests are only approved for extenuating circumstances.

To request a leave of absence, you must submit the Special Leave of Absence Form from the College of Graduate Studies website to the Master’s Program Coordinator and Academic Advisor. The Master’s Program Coordinator will then set up a meeting to discuss your request. If approved, you will sign an updated plan of study to reflect this change and your expected date of return. It is your responsibility notify the Academic Advisor at least three (3) weeks prior to re-enrollment. An extension to a leave of absence must be requested using the same process as an initial request.

Any student on leave should pay particular attention to the continuous enrollment policy for graduate students. See www.graduatecatalog.ucf.edu.

Please note: consortium track students are required to enroll in only in the summers. Enrollment in any other semester requires approval from the Master’s Program Coordinator.
Types of Advisement

Below is a list of common reasons to see the various types of advisors in the Department.

**Faculty Advisors**
- development of mentor relationships with students
- discussion of potential topics for thesis and research
- selection of electives
- review of program requirements
- consultation relative to completion of the CSAR
- request changes to your graduate plan of study

**Academic Advisor**
- submission of graduate plan of study
- graduate plan of study hold
- request for a course override (SPA courses only)
- submission of PRAXIS examination scores
- completion of ASHA or certification paperwork after graduation
- course substitutions/transfer

**Master’s Program Coordinator**
- consultation relative to failing Comprehensive exam or Praxis scores
- consultation relative to completion of the CSAR
- consultation relative to poor academic performance (including grades of ‘C’, ‘D’, or ‘F’)
- discussion of program concerns or concerns not resolved between a student and a faculty member
- review of proposed changes to an academic plan of study
- completion of ASHA or certification paperwork after graduation

**Coordinator of the Board of Clinical Educators**
- clinical assignment
- consultation relative to poor clinical performance
- consultation relative to completion of the CSAR

**Clinic Advisor**
- orientation for new graduate students starting their practicum at the clinic
- track graduate students' clinical progress
- assist graduate students with the completion of ASHA certification and state licensure documentation
- tracks clinical benchmarks for progression across experiences from entry-level to full-time internship

**Coordinator of Internship**
- placement into an internship site
- discussion of concerns with on-site supervisor or working conditions at the internship
- consultation relative to completion of the CSAR
The National Student Speech Language Hearing Association (NSSLHA) is a student association for graduate and undergraduate students interested in the study of normal and disordered human communication. For more information, visit http://www.asha.org/nsslha/ and https://www.facebook.com/UCFNSSLHA.

The UCF Chapter of NSSLHA provides members with opportunities to gain further experience within the major as well as make lifelong memories. NSSLHA hosts monthly meetings, socials, volunteer opportunities and fundraisers for members to become involved.

The CSD program requires that students join National NSSLHA and the UCF Chapter during their first semester of admission into the program and remain a member throughout all semesters that you are enrolled in the UCF CSD graduate program. You are required to submit proof of membership and continuation of membership by emailing the Master's Program Coordinator a copy of the membership to Linda.Rosa-Lugo@ucf.edu.

Local and national membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services.

President: Abigail Samperi____________________(nsslhapresident@gmail.com)
Faculty Advisor: Dr. Barbara Ehren ________________(barbara.ehren@ucf.edu)
Ms. Gillian Dreilinger____________________(gillian.dreilinger@ucf.edu)
Facebook: https://www.facebook.com/UCFNSSLHA
After admission, the Department of Communication Sciences and Disorders, with assistance from the College of Graduate Studies, reviews your academic progress each semester. To maintain satisfactory academic progress and to pursue further study in the program, you must first satisfy any conditions or restrictions of your admission. Additionally, you must meet the academic standards of the Department and the University following each semester of enrollment. See [http://www.graduateguides.ucf.edu/content/policies.aspx?id=5700#Academic_Progress_and_Performance](http://www.graduateguides.ucf.edu/content/policies.aspx?id=5700#Academic_Progress_and_Performance) for more information.

The minimum Department and University standards for satisfactory academic performance to continue graduate study and fulfill degree requirements are:

1. A GPA of 3.0 in all graduate courses specified in the academic program of study
2. No grades of D+ (or below) or U grades in graduate-level coursework or graduate program of study
3. No more than two grades or six semester credit hours, whichever is greater, of C+ (or lower) in graduate-level coursework or graduate program of study
4. Maintenance of academic and professional integrity expected in the discipline and program

The undergraduate prerequisites courses are part of the graduate program of study. Out-of-field students must also meet the minimum standards for satisfactory academic progress and must not earn more than two grades or six semester credit hours, whichever is greater, of C+ grades (or lower) in the undergraduate courses.

At the end of each semester the program receives a “Low Grade Report” from the College of Graduate Studies. Any students earning less than a ‘B’ grade will be required to meet with the Master’s Program Coordinator to discuss the low grade and progression through the program.
Satisfactory Academic Progress

Maximum Hours of Unsatisfactory Grades.
A student may apply a maximum total of six semester credit hours of "C" grades (C, C+, C-), or the "C" grade credits associated with at most two classes, whichever is greater, to satisfy degree program requirements. Receiving grades of D+ (or lower), grades of U, more than two grades of C+ (or lower), or failing to resolve grades of “I” may be grounds for dismissal from the program. In consultation with the advisor and Master’s Program Coordinator, students may petition to repeat courses in which an unsatisfactory grade was achieved. The opportunity to repeat courses is at the discretion of the Department and the University and will not be granted to dismissed students. In cases where courses are repeated, both grades are factored into the graduate GPA.

Remediation
See the Academic and Clinical Progress Monitoring section in this handbook for an explanation of the remediation procedures.

Probation
In any term where the GPA drops below 3.0 in a program of study, you will be placed on probationary status for a maximum of 9 credit hours. See www.students.graduate.ucf.edu/policy/probation/ for the full probation policy.

Dismissal
Students whose graduate status GPA falls below 2.0 will be dismissed from the degree program. See www.students.graduate.ucf.edu/policy/dismissals/ for the full policy. Appeals regarding dismissal should be filed first with the Master’s Program Coordinator. Dismissed students will not be allowed to take additional courses in Communication Sciences and Disorders.

A degree program may dismiss any student at any time when, in its judgment, the individual is deemed incapable of successfully performing at required standards of excellence. Additionally, the program reserves the right to dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (http://www.asha.org/code-of-ethics/) during coursework and/or practice in the field. If a student is dismissed, reinstatement to graduate student status in the same program can occur only through a formal appeal process.
Information about the 2017 ASHA Standards for Speech-Language Pathology are available on the ASHA website at https://caa.asha.org/reporting/standards/2017-standards/
The 2014 standards for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of September 1, 2014. We recommend that you become familiar with these standards during your first semester of graduate study and review the standards periodically throughout your program.

As you progress through the program, you will have multiple opportunities to complete competencies across the scope of practice with individuals across the lifespan and to record the attainment of these competencies.

The following is a summary of purposes and procedures for tracking the acquisition of knowledge and skills as they are met as well as an explanation of remediation procedures.

The Department of Communication Sciences and Disorders uses the Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations (CALIPSO) to track student academic and clinical competencies. CALIPSO is a web-based application (https://www.calipsoclient.com/ucf/account/login) that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology graduate preparation programs.

There is a one-time fee to be able to access CALIPSO.

Policy
All incoming graduate students must register with CALIPSO by the established university tuition and fee payment deadline in the semester of admission.

Procedures
- The student is required to follow procedures for CALIPSO registration as provided in the mandatory student orientation meeting of newly admitted graduate students.
- Students will receive a PIN number via email for CALIPSO registration. Students must complete online CALIPSO registration by the established university payment deadline. This deadline can be found on UCF’s Academic Calendar (http://registrar.sdes.ucf.edu/calendar).
- Students are required to pay the fee online directly to CALIPSO at the time of registration.
- Students who are not able to register as directed due to extenuating circumstances will need to meet with their faculty advisor.
- Students who have not registered by the stated deadline will not be able to enroll in clinical courses. The department cannot determine if the student has the competencies necessary to engage in clinical practice until CALIPSO registration has been completed by the student.
- Non-degree seeking students will need to discuss CALIPSO registration with the Master’s Program Coordinator.
ACADEMIC PROGRESS MONITORING

1. All syllabi for academic courses include learning outcomes (LOs) linked to specific ASHA certification standards.

2. LOs (competencies) are listed by course in the electronic student record within CALIPSO.

3. At the conclusion of each semester, your instructor will notify the department and specify which competencies you have met through the course. You may review your record by signing into CALIPSO from any computer with internet access.

4. Each semester, the achievement of ASHA standards will be updated in CALIPSO.

5. In rare instances, you may pass a course, but not meet one or more of the competencies in that course. In these cases, the instructor will develop a written remediation plan with you. This plan will specify alternative opportunities you will be given to demonstrate satisfactory attainment of the knowledge or skill(s) in question. In other instances, you may achieve a “C” in a course but meet so few of the competencies that the remediation plan requires you to repeat the course in its entirety. In both cases, you will receive a signed and dated copy of the remediation plan with the stated deadline, and a copy will be placed in your academic folder. You will be responsible for satisfactorily completing the remediation plan as prescribed and providing appropriate documentation to the course instructor by the prescribed deadline. Failure to do so may prevent you from proceeding through the program.

6. Satisfactory completion of a remediation plan will not result in raising the course grade in which the competency was unmet, but it will serve as attainment of the target competency. When a remediation plan has been fulfilled and the competency met, the course instructor will submit written documentation to the Master’s Program Coordinator indicating that you have now met the competency in question. Your attainment of the competency will be entered into your individualized ASHA summary. If you fail to demonstrate a ‘knowledge’ or ‘skill’ competency at the completion of remediation activities, the course instructor will meet with you to determine the next course of action to ensure that you demonstrate the specific unmet competencies. The remediation plan will be revised by the instructor and continue to be in effect until the instructor determines you have attained the competency or are dismissed from the program.
ACADEMIC PROGRESS MONITORING

7. When you fail to successfully remediate a competency based on a course remediation plan, you may have an opportunity to address the competency either through another course or through a clinical experience. Some ASHA standards are addressed in more than one graduate course or in courses as well as in clinic. If you must demonstrate your competence through this alternative route you and your instructor will document on your remediation plan other courses or clinical experiences in your plan of study that may allow you to address a standard that has not been met. It is the responsibility of the instructor to monitor the successful completion of remediation plan. It is the responsibility of the instructor to monitor the successful completion of the remediation plan.

8. Most course instructors will provide remediation plans to be completed during the semester that a specific course is due to be offered and by a specific deadline. You should not defer remediation of competencies as you progress through your coursework. Failure to meet all ASHA Standards as tracked in CALIPSO will affect your eligibility to apply for the Certificate of Clinical Competence and may also impact your completion of the master’s program.

9. You are also responsible for regularly tracking your attainment of ASHA Standards and outcomes by reviewing your individual CALIPSO record and then initiating meetings with your academic, faculty, and/or clinical advisors to assure that they know which standards have been met.

10. It is also your responsibility to maintain evidence of your achievement of knowledge and skill competencies associated with specific courses such as course projects, research papers, examinations, assignments, and/or records of clinical skill evaluation. When you apply for the Certificate of Clinical Competence (CCC), you are expected to have supporting documentation that you have met the competencies as defined by ASHA.

11. If you fail to meet the expected competencies that support achievement of the ASHA Standards, you will not be recommended for graduation and the Certificate of Clinical Competence.
CLINICAL PROGRESS MONITORING

1. All syllabi for clinical courses include learning outcomes (LOs) linked to specific ASHA certification standards.

2. Throughout each practicum and internship experience, you will engage in a series of formative assessments of your clinical skills with your clinical educators. During each of these assessments, you will identify strengths as well as skills in need of improvement. You will also receive verbal and/or written feedback specifying recommendations for improvement.

3. At mid-term and at the end of each semester, your clinical educator will evaluate formally your clinical performance using the CSD Clinical Skills Acquisition Rubric (CSAR). If you demonstrate skills below expectations, your clinical educator will develop a remediation plan outlining the specific goals, suggested resources, and a reasonable timeframe for completion. You will receive a signed and dated copy of the remediation plan, and a copy will be placed in your student folders.

4. When you fulfill the obligations of the remediation plan and achieve the specified competencies, your clinical educator will submit written documentation to the Coordinator of the Board of Clinical Educators. Your attainment of the competencies will be reflected on the finalized remediation plan and your clinical practicum privileges will continue. If you fail to demonstrate a competency at the completion of remediation activities, your clinical educator will submit a written report to the Coordinator of the Board of Clinical Educators indicating that the competency continues to be unmet. Unsatisfied remediation plans will prevent you from progressing through the clinical sequence as noted on your plan of study. You will receive a copy of this documentation for your personal files, and a copy will be placed in your clinical folder.

5. Failure to demonstrate skills at expected levels for two consecutive clinical practicum is considered to be evidence of inadequate clinical performance. You will be recommended for dismissal from the program.

6. At the conclusion of each practicum or internship experience, you will receive verbal and written feedback from your clinical educator about your attainment of clinical skills based on the UCF CSAR. Your clinical educator will provide two copies of the UCF CSAR, which are signed and dated, and specify which competencies you have met via the practicum or internship. You are to maintain one copy for your personal files and the other will be placed in your clinical folder.

7. You are responsible for regularly tracking your attainment of the ASHA Standards, by reviewing your individual CALIPSO record and then initiating meetings with your faculty and clinical advisors to assure that they know which competencies have been met and which are still in progress.

8. It is also your responsibility to maintain evidence from your clinic practicum and internship experiences that documents your achievement of all clinical competencies across the graduate program. To document your acquisition of clinical competencies, you are encouraged to maintain a professional portfolio. Each semester, you will add documents to the portfolio that demonstrate your increasing skills in performing clinical activities such as administering and scoring assessment instruments, preparing an evaluation report, completing appropriate billing information, developing short- and long-term goals, designing a lesson plan, preparing a SOAP note, or implementing a specific treatment strategy. We recommend that you assemble a portfolio that includes electronic copies of the final (de-identified) versions of all clinical assignments identified as meeting ASHA Standards as well as paper copies of critiqued assignments. You are urged to periodically save back-up versions of this information.

9. If you fail to meet the ASHA Standards, you will not be recommended for Graduation.

10. Students will enter their accrued clinical clock hours in CALIPSO. At the end of each semester, the clinical educator for specific clinical hours will approve the hours entered by the student. CALIPSO will provide an individual report for all clock hours earned and approved.
A professional portfolio is an organizational tool that provides you with a means to document your progress toward achieving professional competence as a speech-language pathologist. Your portfolio is a personal representation of your journey through the master’s program in communication sciences and disorders and should reflect what you have learned along the way, (i.e. formative assessment) about the practice of speech-language pathology as well as what you know and can do (i.e. summative assessment) by the conclusion of the program. The portfolio may include a variety of artifacts that demonstrate your knowledge, your skills, and your beliefs or attitudes about the practice of speech-language pathology. Just as an artist’s portfolio shows the evolution of the artist’s craft over time, your portfolio should demonstrate your growth and development as a speech-language pathologist. Those who access your portfolio should have a clear understanding of your current knowledge and skill levels and an impression of how you arrived at where you are today.

We recommend that you begin to collect artifacts from your courses and clinical practicum as soon as you begin taking classes. For both formats, you should date the completion of all materials, include any grading rubrics or instructor’s comments, and remove identifying information for all individuals other than the author. You may want to store your artifacts in a three-ring binder or album. The portfolio should be designed so that you can add, delete, or edit materials easily. It is suggested that you organize information clearly with tabs or section dividers. Additionally, clear plastic sleeves or page protectors will allow for easy editing, as well as addition or removal of materials, as you make changes to the portfolio throughout your educational program.

The following is a list of suggested materials that could be included in your portfolio:

1. Informational Data Sheet (Name, Address, E-mail address, Phone number)
2. Table of Contents
3. Resume
4. Supervisory evaluations of all practicum and internships
5. Artifacts: “tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes characteristic of you” (Campbell, 2003). All artifacts must be the original work of the student. If an artifact has been modified, the original source must be cited. All artifacts must respect confidentiality by not disclosing names or any other identifying information. If artifacts contain photographs, videos, audio recordings, or student work, the candidate must have obtained a letter of consent /assent.

| Research Papers | Research Proposals |
| Research Presentations | Case Studies |
| Journal Article Critiques | Progress Reports |
| Service-Learning Projects | Treatment plans |
| Evaluation Reports | Sample of student work |
| Lesson/session plans | Letters of recommendation |
| Photographs of teaching and learning environments | Communication to parent/caregiver |
| Documentation of pure-tone screening and audiogram | SOAP notes |
| Observation form (completed by mentor) | |
| Intervention management philosophy and plan | |
PRAXIS EXAMINATION

The Department of Communication Sciences and Disorders requires that master's degree students in Speech-Language Pathology complete the Praxis Examination in speech-language pathology prior to their date of graduation. Students complete the exam in the second to last semester of the program.

Students who do not pass the Praxis Exam in speech-language pathology in the second to last semester in their program must contact the Master’s Program Coordinator to discuss the following options to insure on-time graduation: (1) retaking the Praxis Exam in either their second to last semester or last semester or (2) passing the Departmental Comprehensive Exam in their final semester.

Registration Information
Online registration for Praxis is completed with the Education Testing Service (www.ets.org). All test scores must be sent to the department code listed below to satisfy requirements for graduation.

Test Name: Praxis Speech-Language Pathology

Test Code: 5331

Time: 2 hours

Number of Questions: 120

Format: Multiple-choice questions / Computer-based

Passing Score: 162 (required for ASHA certification)

Department Code: RA0051

ASHA Code: R5031

FL DOH Code: R7115

NOTE: The program will not accept Praxis scores earned prior to enrollment in the second to last semester and the completion of all required core academic coursework.
The Department of Communication Sciences and Disorders requires that master's degree students in Speech-Language Pathology pass the CSD Comprehensive Examination in partial fulfillment of the master’s degree in Communication Sciences and Disorders. This requirement will be waived if the student successfully passes the Praxis Examination in speech-language pathology prior to their date of graduation.

**Procedure**

You are required to complete the Praxis Exam in your second to last semester in the Master’s program. Students who do not pass the Praxis Exam in speech-language pathology in the second to last semester in their program must contact the Master’s Program Coordinator to discuss the following options to insure on-time graduation: (1) retaking the Praxis Exam in either their second to last semester or last semester or (2) passing the Departmental Comprehensive Exam in their final semester.

**Registration**

Online registration for Praxis is completed with the Education Testing Service (www.ets.org).

**CSD Comprehensive Examination**

The CSD Comprehensive Examination requires that you integrate knowledge across the curriculum. The examination time will be limited to a maximum of 2 ½ hours and is to be completed in a single session in a designated classroom.

Students registered with the Office of Student Disability are eligible for test accommodations. In addition, if you are a non-native English speaker approved by the Educational Testing Service (ETS) to take the Praxis with special arrangements, you can also request test accommodations for the comprehensive examination. Documentation from ETS must be submitted to the Master’s Program Coordinator at the time of registration for the comprehensive examination.

**Pass/Fail**

A passing score on the comprehensive exam is a 70%.

**Unsuccessful Performance on the Departmental Comprehensive Examination**

Students who do not pass the CSD Comprehensive Examination will be required to retake the exam in the following semester and graduation will be postponed. Graduating students must be enrolled at UCF during the term of graduation (see UCF Graduate Catalog (http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Enrollment)). Prior to retaking the examination, you will need to meet with the Master’s Program Coordinator to discuss area(s) of weakness. Procedures to register for the examination will be provided.

You will be allowed no more than two attempts to pass the departmental comprehensive examination. If you do not pass the Comprehensive Examination after two attempts, you will be dismissed from the Master’s program.

**NOTE:** The program will not accept Praxis scores earned prior to enrollment in the second to last semester and the completion of all required core academic coursework.
All students are required to attend program exit meetings in their final semester of the program. Students will be notified approximately one month prior to the date of the meetings.

**Clinic Exit Meeting**

The final clinic exit meeting will be an individual meeting with a designated clinical educator. After notification of the date of the exit meeting, students must call the clinic to set up an appointment for the clinic exit meeting. The purpose of the meeting is to verify that students have met all clinical competencies and required clinical clock hours.

The designated clinical educator will confirm that all clinical competencies have been met by initialing the ASHA Program Director Verification Checklist in the clinic areas. The clinic will collect these forms and deliver them to the Academic Advisor and Master’s Program Coordinator for completion. The ASHA Program Director Verification Checklist is the last page of the ASHA application; graduates must submit the original, signed copy when applying for ASHA Certification. The forms are completed and sent out graduates 4-6 weeks after graduation.

**Academic Exit Meeting**

In the final semester, all students are required to attend a group meeting after the last day of internship. This meeting will be held the same day as the clinic exit meetings. The purpose of the meeting is to review important information related to graduation and the completion of the degree program. Students must complete the Master’s exit survey prior to the meeting.
FINANCIAL ASSISTANCE

UCF Graduate students may receive financial assistance through fellowships, assistantships, tuition support, loans or other means. The number of graduate students awarded financial support varies from semester to semester, depending on availability of funding and the competitiveness of applicants’ credentials. Options for support through the College of Graduate Studies and the Office of Student Financial Assistance include fellowships, assistantships, loans, and federal work study; whereas, options for support through the department include positions as graduate student workers, graduate teaching assistantships, tuition waivers, and other special awards. You may review a brief description of each type of support below and access more detailed information at www.graduate.ucf.edu or http://finaid.ucf.edu. If you require financial aid counseling, you should contact the UCF Office of Student Financial Assistance.

The American Speech-Language-Hearing Association (ASHA) website (http://www.asha.org/students/financial-aid.htm) also provides information on financial aid. On this website, you will find information on types of funding (e.g., scholarships, grants, loans, and work-study programs), sources of funding (federal, state, and local governments; private agencies; foundations; and service organizations such as fraternities and sororities) and financial aid for specific groups or recipients (racially/ethnically diverse, those with disabilities, mature returning students, and gender specific).

Graduate Assistantships in Communication Sciences and Disorders
A limited number of graduate assistantships are available in the Department of Communication Sciences and Disorders. An assistantship is typically awarded for one or two semesters and may be rewarded in subsequent semesters. Graduate assistants are selected by faculty and are directly responsible to the faculty member to whom they are assigned. Duties for the assistantships may be related to the operation of the Communication Disorders Department or Clinic, faculty assistance, or faculty research. Students can print a graduate assistant application from the department website and submit it to the front desk at the Department of Communication Sciences and Disorders located in HPA II, Room 101. Applications are kept on file for one (1) year after the date of submission. Students in their full-time internship are not able to serve as graduate assistants.

Graduate Assistantship Requirements (Department Policy)
A student selected for a graduate assistantship must meet satisfactory academic progress. Students who appear on one or more of the following lists are not eligible for an assistantship:

- Department Remediation List
- University Low Grade Report
- University Probation List
- Roster for full-time internship
The UCF Communication Disorders Clinic is the clinical centerpiece of the undergraduate and master's programs in the Department of Communication Sciences and Disorders. The Communication Disorders Clinic has a threefold purpose:

(a) to provide a quality clinical education for undergraduate and master's students in the UCF Communication Sciences and Disorders program;

(b) to serve the needs of children and adults with communication and other associated disorders in the Greater Orlando area and region; and,

(c) to provide a laboratory for student and faculty research in communication and related disorders.

To this end, the CDC offers a full range of services that address pressing community needs. One of the Clinic goals is to provide low cost services for individuals who are underinsured, uninsured or who have exhausted their insurance benefits. Therefore, it is the Clinic’s policy to serve all individuals regardless of their ability to pay. Thus, with hardship applications and approvals, no clients are turned away because of an inability to pay.

At the UCF Communication Disorders Clinic, master's students evaluate and treat clients with various communication disorders under the direct supervision of certified, master’s and doctoral level speech-language pathologists and audiologists. Each semester, the Clinic provides speech, language, and hearing services to over hundreds of children and adults from the Greater Orlando area, including Orange, Seminole, and Brevard, Osceola, Volusia and Lake counties. In addition, student clinicians and faculty participate in numerous community outreach activities, such as speech, language, hearing screenings for preschool children and adults. The UCF Communication Disorders Clinic houses specialty services provided by the Florida Alliance for Assistive Services and Technology, Inc. or FAAST Center, the Aphasia House, and the UCF Listening Center.
Currently, the UCF Communication Disorders Clinic provides services including but not limited to the following areas:

- Aphasia
- Aural (Re) Habilitation
- Bilingual Language
- Child Language
- Dialect
- Feeding and Swallowing
- Dysphagia
- Literacy
- Traumatic Brain Injury
- Voice

- Assistive Technology
- Audiology
- Augmentative and Alternative Communication
- Dementia
- Dyslexia
- Fluency
- Dysarthria
- Phonology
- Severe Reading and Writing Disabilities
- Articulation

**Other Affiliated Facilities**

The following facilities serve as extensions of the UCF Communication Disorders Clinic. University faculty serve as the primary clinical educators. In all of the facilities, the clinical educators guide the students’ development following the same standards as those embraced at the UCF Communication Disorders Clinic.

The services provided by these facilities are as follows:

- Area early childhood centers: speech, language and hearing screenings for preschoolers
- Brain Fitness: evaluation and therapeutic management of adults with early to moderate dementia
SPECIALTY CLINIC CENTERS AND LABS

The Aphasia House
The Aphasia House is located in Suite 300 of the Innovative Center. The Intensive Aphasia Program (IAP) was founded by Dr. Janet Whiteside, Ph.D., CCC-SLP, Clinical Educator. The ICAP is an innovative and intensive 6-week therapy program for stroke survivors. This life-enhancing program was offered for the first time during the 2008 summer session.

FAAST Center
The Florida Alliance for Assistive Services and Technology Grant supports a service and resource center within the Communication Disorders Clinic. Augmentative and alternative communication devices as well as assistive technology resources are housed within the FAAST Center. These resources are available for trialing with clients, members of the community and students in the Department of Communication Sciences and Disorders. Materials are loaned out by following prescribed protocols, accessible in the FAAST Center. The FAAST Center is located in room 513.

Fluency Clinic
The Fluency Clinic offers services designed to assist speakers who may exhibit stuttering, cluttering, or other fluency disorders. Our Speech-Language Pathologists (SLPs) use self-report tests as well as observational data to aid in making appropriate diagnostic decisions. These diagnostic decisions lead to the recommendation of a treatment program that is unique for each individual. The lead faculty member in this area is an ASHA Board Recognized Certified Fluency Specialist.

Listening Center
The UCF Listening Center serves children and adults who are deaf and/or hard of hearing as well as their families in aural (re)habilitation. The center offers access to listening and spoken-language services as early as possible in a child's development. The center also provides a unique opportunity for students to gain valuable experience in providing auditory-oral services and is a training ground for Listening and Spoken Language Specialists.

Voice and Swallowing Clinic
The Voice and Swallowing Clinic is located within the Communication Disorders Clinic. The Clinic contains videolaryngoscopy, acoustic, aerodynamic and fiber-optic endoscopic evaluation systems. The Voice Lab provides services to community members, students, staff and faculty requesting voice and swallowing evaluations. Voice and Resonance instrumentation is also available. The Voice Lab is located in room 525.
CLINICAL EDUCATION

Philosophy and Goals
Supervised clinical practice is an integral part of the master's program in communication sciences and disorders. It provides you with an opportunity to apply academic knowledge to the evaluation and management of individuals with a wide variety of communication disorders. The primary goal of clinical education is to prepare speech-language pathologists who demonstrate general competence across the scope of practice in nine communication disorders areas that the American Speech-Language and Hearing association (ASHA) has identified, from infancy to the elderly. The nine disorders areas are: articulation, voice, fluency, receptive and expressive language, communication modalities, social communication, cognitive communication, swallowing, and hearing. Through sequenced clinical experiences and assignments, you will learn to:

- Analyze, synthesize and evaluate an extensive body of knowledge in communication sciences and disorders;
- Apply evidence-based practices in the selection of evaluation and treatment;
- Achieve competency in prevention, screening, diagnosis, and treatment of clients with varied communication disorders;
- Communicate effectively and professionally;
- Employ self-evaluation strategies that lead to development of new and improved kills; and,
- Demonstrate ethical and responsible professional conduct with varying ethnic cultures.

The ultimate goal of clinical education is to provide you with the knowledge and skills to practice as speech-language pathologists in diverse educational, healthcare, and rehabilitation settings.

Clinical Practicum and Internship Experiences
You will complete three clinical practicum and a diagnostic practicum in the UCF Communication Disorders Clinic and other affiliated facilities, as well as two internships (part-time and full-time) in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through the practicum and internships, you will obtain a minimum of 375 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practicum and internships vary in length and do not always coincide with the academic calendar. Upon completion of the master's level clinical education program, you will meet all of the requirements for certification by ASHA and the Florida Department of Education, and Licensure by the State of Florida. The following is a list of clinical courses:

- SPA 6551 Foundations of Clinical Practice: Level I (1 credit hour)
- SPA 6503 Foundations of Clinical Practice: Level II (1 credit hour)
- SPA 6503L Foundations of Clinical Practice: Level II Application (1 credit hour, taken twice)
- SPA 6553L Clinical Practice in Differential Diagnosis in SLP (1 credit hour, taken twice)
- SPA 6942 Foundations of Clinical Practice: Level III (1 credit hour)
- SPA 6942L Foundations of Clinical Practice: Level III Application (1 credit hour, taken twice)
- SPA 6943C Clinical Practice: Level I (3 credit hours)
- SPA 6946 Clinical Practice: Level II Part-Time (3 credit hours)
- SPA 6946 Clinical Practice: Level III Full-Time (10 credit hours)
Clinical Education Requirements

Student clinic assignments provide opportunities to apply the knowledge and skills learned in the classroom to the evaluation and management of individuals with a wide variety of communication disorders. Thus, students are assigned to clients in disorder areas they have already covered in coursework, or on some occasions, are currently covering in coursework. We assign your first practicum experience during your second semester in the program. In this way, you will already have taken or currently be enrolled in the following courses:

- SPA 6204 Articulation/Phonological Disorders,
- SPA 6496 Language Disorders in Children & Adolescents
- SPA 6211C Voice Disorders
- SPA 6551 Foundations of Clinical Practice: Level I

By front loading your coursework, we are attempting to provide you with maximum knowledge and skill before your first clinical experience.

At the CDC and other affiliated facilities, clinical educators provide supervision in accordance with ASHA standards. We provide supervision of 25 percent of all treatment sessions, at a minimum; however, the amount of supervision is dependent upon the students’ knowledge, clinical skills and experience related to the specific client or group of clients. We typically schedule our clients so that clinical educators may adjust the amount of supervision depending on your proficiency and the difficulty of the case. In addition to direct supervision, clinical educators schedule individual and group conferences to assist in planning for client management and to provide feedback relative to your performance. All practicum labs are scheduled with coordinating weekly seminars to provide additional information about the management of the communication disorder area to which you have been assigned. Attendance at these seminars is mandatory and are a part of your clinical practicum obligation. Failure to attend will result in lowering your grade in the course and possibly revocation of your Clinic privileges.

Transfer of Clinical Clock Hours

To satisfy the requirements for the Master of Arts degree in Communication Sciences and Disorders, you must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours of clinical observation and 375 hours of direct client/patient contact. The Department permits you to transfer all 25 hours of clinical observation and a maximum of 50 hours of direct client/patient contact from another college or university under the following conditions:

1. You submit an official record of your clock hours, signed by your clinical educator, to the Coordinator of the Board of Clinical Educators at the UCF Communication Disorders Clinic.


3. The clinical educator must have provided supervision during a minimum of 25% of your therapy hours and 50% of your diagnostic hours.

4. You must have received a grade of “B” or better if letter grades were assigned or a “Pass” if the experience was graded pass/fail.
Clinic Expectations
Enrollment in clinic coursework and internships will place significant time demands on you during the week. For each 1 credit-hour lab assignment, you should be prepared to devote approximately 3 to 5 hours per week to planning, implementing, documenting and evaluating your clinical experiences. **Failure to do so will result in an incomplete. It is the student’s responsibility to monitor the number of accrued hours each semester.**

It is important to remember that the welfare of our clients is just as important as your clinical education needs. In preparing for clinic, you must hold paramount the welfare of the clients you serve. Thus, you must always be prepared, provide your services competently, and act professionally by demonstrating the following:

- Abide by the ASHA Code of Ethics (http://www.asha.org/default.htm). Ethical violations may result in permanent dismissal from practicum placement opportunities and may also subject you to dismissal from the CSD program.
- Adhere to HIPAA guidelines (http://www.hhs.gov/ocr/privacy/). It is essential to protect the confidentiality of clients served at the UCF Communication Disorders Clinic and other affiliated facilities. Participation in clinic should be viewed as a privilege rather than a right.
- Maintain professional attire and demeanor at all times. Unprofessional conduct within the clinic or conduct that compromises the quality of the services provided to clients, may result in dismissal from clinical practicum placements and from the academic program. All students must maintain background clearance in compliance with regulatory standards for professional practice.

Clock Hours

- Beginning in the Fall semester, 2015, clock hours will be tracked in alignment with the Big Nine. **See Exhibit A**
- Students who enrolled in the program prior to Fall 2015 will have their clock hours tracked according to the previous designations. **See Exhibit B**
Exhibit A (Students beginning in the program in the Fall 2015 and after)

Required Hours for permission to start internship

<table>
<thead>
<tr>
<th>BIG NINE</th>
<th>TARGET MINIMUM HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICULATION</td>
<td>Target: 30 hours/5 child/5 adult/6 DX</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Target: 30 hours/5 child/5 adult/8 DX</td>
</tr>
<tr>
<td>COMMUNICATION MODALITIES</td>
<td>Target: 10 hours</td>
</tr>
<tr>
<td>COGNITIVE</td>
<td>Target: 10 hours</td>
</tr>
<tr>
<td>HEARING</td>
<td>Target: 10 hours</td>
</tr>
<tr>
<td>VOICE</td>
<td>Target: 3 hours</td>
</tr>
<tr>
<td>FLUENCY</td>
<td>Target: 3 hours</td>
</tr>
<tr>
<td>SWALLOWING</td>
<td>Target: 2 hours</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>Target: 10 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Target: 108 hours (minimum)</td>
</tr>
</tbody>
</table>

Required Hours for Graduation

In order to graduate, students are required to meet the minimum 375 clock hours (and 25 observation hours) with hours distributed across the Big Nine areas. Additionally, students must demonstrate they have met the competencies by obtaining a grade of Satisfactory (“S”), B- or better, as applicable, in all of their clinical practicum and internship courses.
Exhibit B (Students beginning in the program prior to Fall 2015)

Required Hours for permission to start internship

<table>
<thead>
<tr>
<th>AREA</th>
<th>Dx</th>
<th>Tx</th>
<th>Dx</th>
<th>Tx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>* Articulation</td>
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<tr>
<td>* Voice</td>
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<tr>
<td>Language</td>
<td>10</td>
<td>15</td>
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<td>15</td>
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<tr>
<td>* Rec/Exp Language</td>
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</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>30</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

***Required hours in Audiology for permission to start internship is 10 hours.

Grand Total 100**

Required Hours for graduation

<table>
<thead>
<tr>
<th>AREA</th>
<th>Dx</th>
<th>Tx</th>
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<tbody>
<tr>
<td>Speech</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>* Articulation</td>
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<td>* Voice</td>
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<tr>
<td>* Fluency</td>
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<tr>
<td>Language</td>
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<td>20</td>
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<tr>
<td>* Rec/Exp Language</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

***Required hours in Audiology for graduation is 10 hours.

** The chart above indicates minimum of hours for the designated areas. 375 clock hours (and 25 observation hours) are required for graduation from the program.
Communication Competence
The procedures described below, adopted by the Department of Communication Sciences and Disorders faculty, assure that master's students exhibit speech and language skills adequate for satisfactory performance as professionals working with individuals with communication disorders.

All master's students enrolled in the Communication Sciences and Disorders Program will be screened for hearing acuity, oral/written speech and language competency during their first semester. Screening is performed by master's student clinicians enrolled in practicum SPA 6943C. Students identified by this screening process or by individual faculty members as having potentially disordered speech or language are requested to have a complete speech and language evaluation. If speech/language therapy is recommended, the student may elect to receive these services, at no cost, through the Communication Disorders Clinic.

All master's students must have oral language skills that will allow them to model, demonstrate, and describe the oral language targets needed by clients. Oral and written language skills must be sufficient to allow master's students to effectively explain, describe, and interpret evaluation results, treatment plans, and therapy activities to clients. If a student is identified by the screening or a faculty member as having oral or written language abilities that could interfere with the clinical aspects of training, a conference will be scheduled with the student and the faculty member or advisor and the Coordinator of the Board of Clinical Educators.

The purpose of the conference will be to develop a plan to assist the student in acquiring the oral or written language skills needed. Master's students who are working toward acquiring effective oral and written language skills may only enroll in clinical practicum upon the approval of the Coordinator of the Board of Clinical Educators. Master's students who are working toward acquiring effective oral and written language skills and are allowed to enroll in clinical practicum may have their clients selected or limited to those for whom the master's student clinician has the oral and written language skills to work effectively with them.

Insurance
The University of Central Florida maintains a student practice liability insurance policy for all clinicians registered for clinical practicum through the Department of Communication Sciences and Disorders. No student is allowed to accrue client contact hours in Clinic without being registered for the appropriate clinical practicum. All clinicians complete a Student Liability Insurance form when they pick up their semester assignment on the first day of the new semester. It is expected that clinicians maintain their own health insurance coverage either through a private healthcare plan or through the Student Health Services.
**Clinical Assignments**

Clinical assignments are made so that each student will meet the requirements for certification by ASHA. Each student is responsible for completing the Clinician Schedule Form and turning it in by the deadline date to ensure timely assignment.

Clinical assignments are disseminated to the students on the first day of each semester. Students are to verify days and times for therapy with each client and make an appointment with their assigned clinical educator.

**Mandatory Meetings**

During the first week of the semester, mandatory master's clinician meetings are held to present the requirements for the clinical semester for all clinicians registering to participate in clinical education in the on-campus Clinic. All master's clinicians are expected to attend the mandatory Clinic meetings. The times and locations are announced via email notices and postings of the meetings in the Clinic. Additional clinical meetings may be called during the semester.

Affiliated practicum sites, such as Orange County Public Schools, may require meetings prior to beginning the assignment. If a student misses the required meetings, then it is at the discretion of the clinical educator to allow the student into the practicum. Student clinicians are responsible for attending meetings as part of their clinical education.

All clinicians assigned clients during any semester are expected to meet with their assigned clinical educator prior to the provision of speech-language and hearing services. These meetings include SPA 6503 Foundations II, SPA 6942 Foundations III, and SPA 6943C Clinical Practice I.

**Rooms**

Rooms are assigned for each session at the beginning of the semester. Any changes need to be communicated to the clinical educator and front office staff. Each of the treatment rooms is furnished with a table and four chairs. If furniture must be removed or substituted during a session, the clinician returns it to its proper place at the end of the session. All rooms must be cleaned following each session following the policies and procedures.
CLINIC DRESS CODE

The Communication Disorders Clinic provides services to the community for reimbursement. Participation in clinic is viewed with importance equal to that of a job. Student clinicians are expected to conduct themselves professionally and to dress for a professional business environment.

The Department of Communication Sciences and Disorders has a mandatory uniform. The approved attire is:

- Black polo (polyester or cotton) with the approved logo (Department of Communication Sciences and Disorders)
- Black or khaki slacks (no denim, stretchy, or tight fitting materials)
- Black knee-length skirt unless a longer skirt is a religious requirement

Students are responsible for making sure the uniform tops and bottoms do not leave skin exposed (excessive cleavage, tops of undergarments at the waist, etc.).

**Purchase Information:**

The approved vendor for the UCF/CSD Polo is Promoversity (www.promoversity.com).

Contact: Sarah Carnes

sarah@promoversity.com / (877) 737-7137 phone / (413) 282-9591 (fax)

Bulk purchase of pre-ordered shirts will be arranged through the clinic at the close of each semester in preparation for the upcoming semester. Should you elect to purchase on your own, the following vendor information is included.

- Contact Maggie at (877) 737-7137
- State that you are calling from UCF regarding the CSD polo program
- Provide style # of preferred shirt
- Provide payment information (e.g. credit card or check and billing address)
- Provide your home shipping address
The uniform must be worn for the following:

- All activities conducted in any area of the UCF Communication Disorders Clinic whether students are providing client services or visiting the student workroom area. (Including the FAAST Center and the Aphasia House.)
- All service learning activities on and off campus.
- Any activities in which you, as a student, are representing the Department (Voice Day, preschool screenings).
- All UCF clinic outsourced sites (Brain Fitness, Friday Only Club outings, etc.).
- Any part or full-time internship site unless an alternate uniform is required at that site/location.

What is considered acceptable and unacceptable dress is noted below:

<table>
<thead>
<tr>
<th>ACCEPTABLE DRESS</th>
<th>UNACCEPTABLE DRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandals and low heeled shoes</td>
<td>Blue jeans/denim pants of any kind (5 pocket pants are considered denim)</td>
</tr>
<tr>
<td>Slacks, including Dockers</td>
<td>Skin tight pants or tops, including leggings and spandex pants</td>
</tr>
<tr>
<td>Polo Shirts</td>
<td>Shorts of any type</td>
</tr>
<tr>
<td></td>
<td>Flip-flops, rubber sole shoes with laces, athletic shoes, combat boots, Toms or</td>
</tr>
<tr>
<td></td>
<td>Toms-like shoes</td>
</tr>
<tr>
<td></td>
<td>Hats/ head coverings, unless used for religious purposes</td>
</tr>
</tbody>
</table>

HAIR: Hair, including facial hair, must be clean, neatly groomed and well-maintained taking consideration to ensure it is not a distraction. Messy up-dos with buns or clips are not acceptable. Unnatural colors of hair dye are not permitted.

JEWELRY AND BODY ADORNMENT: Facial piercings and piercings other than ear piercings, should not be worn as it is not acceptable business attire. Gauges are not acceptable. Jewelry should not be distracting. Large bracelets that “clang” on the table should be removed. Tattoos must be covered at all times in the clinic.

SHOES: Although sandals are acceptable in clinic, shoes must be clean and in good condition. Backless shoes may be worn, provided they do not slip off of the foot easily and pose a potential cause of injury. Shoes must have a leather or leather-like sole. Rubber soles as in flip-flops, sneakers, Converse or other athletic shoes are not permitted. Color choices for shoes should coordinate with recommended attire: black, dark brown or khaki. Off-site placements may require soft-soled, closed shoes and students are required to comply.

HOSE/SOCKS: Hose and socks should complement the colors of your uniform.

FOR WARMTH: Student clinicians may wear a short-sleeved or long-sleeved tee shirt under their polo and/or a solid colored sweater over the polo. Color choices for tee-shirts/sweaters include: black, gold, white, dark brown, khaki or other color that complements the color of the uniform. Hooded jackets (hoodies) and hooded sweaters are NOT to be worn in clinic or while performing clinical responsibilities.

Please note, the Clinical Educators in charge reserves the right to make final decisions concerning appropriate dress.
Departmental policy requires background checks to be obtained by all entering master's students into the Department of Communication Sciences and Disorders program, beginning Fall 2007. During the mandatory orientation of newly admitted master's students, information regarding the background checks will be shared and disseminated. Students will have the opportunity to complete their fingerprinting during their first semester in the program, on-site in the clinic, on a predetermined scheduled date. If the student is not able to attend on the day of the fingerprinting, it is the student’s responsibility to obtain the necessary fingerprinting at a local facility that is certified to complete the background check.

All graduate students in the Department of Communication Sciences and Disorders work with vulnerable populations in the provision of speech, language and hearing services and have access to confidential client information. Therefore, the Department requires you to sign a form every year stating that your status, documented on the criminal background check, has not changed. Changes to your status may serve as grounds for denial of enrollment in clinical courses and placement at clinical sites, removal from clinical courses and sites, or ultimately in dismissal from the program.

Off-Campus Practicum and Internship Placement: Prior to placement in practicum and internship sites, you may be required to comply with additional background check requirements for a specific site.

**Appeals Process**

If you commit a criminal offense other than a minor traffic violation after admission to the graduate program, you must notify the Graduate Program Coordinator within 72 hours of the offense. Failure to notify the Department may result in immediate dismissal from the program. The appeals process for reinstatement in clinical courses, clinical placements, or the graduate program is as follows:

- Contact the Coordinator of the Board of Clinical Educators to discuss the offense.
- Submit the following documents to the Executive Committee in one packet:
  * Arrest and court records of the offense(s), including the final disposition(s). Every page of the court records must have a court seal. If the official records are not available, you must submit a letter from the court and/or law enforcement agency on official letterhead with the court or agency seal on it stating that the record has been purged.
  * Proof of the restoration of your civil rights if they were taken away due to an offense.
  * A letter that explains the offense, the circumstances surrounding it, and how you propose to rehabilitate your reputation and standing in the profession.
  * Letters of recommendation from three people, including one from a current or most recent employer, who can endorse you as a future health provider. Letters from family members will not be accepted.
- Present your appeal to the Executive Committee of the Department, in person, if you elect to do so. The committee will review all documents, discuss the appeal with you if you choose to be present, render a decision, and send a letter to you with the result of the appeal.
ASHA and the Department of Communication Sciences and Disorders (DCSD) recognizes that social media have become important and influential communication channels for our community. Blogging and other social media applications have become increasingly important arenas for the kind of engagement and communicating we encourage. Online social media enables individuals to communicate their insights, express their opinions and share information within the context of a globally distributed conversation. Each tool and medium has proper and improper uses. While ASHA and the DCSD encourages all of its members to participate in a global conversation, it is important for members who choose to do so to understand what is appropriate, recommended, expected and required when they discuss ASHA-related topics, whether at work/school or on their own time.

The overall goal of this social media policy is to help clarify how best to enhance and protect the personal and professional reputations of our students, faculty, staff, and clients when participating in social media. It is important to keep in mind the privacy concerns inherent in using social media websites. Any information posted on them can be made public, even when information has been deleted by the user in some cases. Information can be shared with many people with just a click of the mouse. Therefore, the experts encourages all those participating on the sites associated with the DCSD to exercise caution and responsibility when using social media sites.

It is highly recommended that graduate students utilize and implement the highest privacy settings on social media sites. In today’s world, it is not uncommon for parents of clients and or personnel from off campus settings to look up a potential graduate student on social media. Please make sure this is attended to prior to beginning the graduate program.

**Purpose/Intent:** This policy provides guidance regarding the appropriate use of the internet and social networking websites for communication.

**Summary:** Inappropriate internet and social networking communication is unprofessional. If a student is found to engage in inappropriate internet and/or social networking activities, and specifically any communication that involves client protected health information, there will be serious consequences. Action will be taken in accordance with HIPAA Policies up to and including dismissal from the program.

The DCSD supports the proper use of social media and recognizes the need to manage the use of social media in the workplace to protect the reputation of the College, as well as to ensure the privacy of their staff, faculty and clients that we serve in the UCF Communication Disorders Clinic, to include clients in off-site clinical assignments and affiliated externships.

**Definition of Social Media:** Social Media includes but is not limited to blogs, online discussion boards, online communities, social networks, microblogs, photo and video sharing sites. Examples include, but are not limited to Facebook, Instagram, LinkedIn, Twitter, Flickr, YouTube and online comments sections.
SOCIAL MEDIA POLICY

**General Information:** Students need to be cognizant that when posting content online, they are representing the university and the Communication Disorders Clinic. Students are subject to the University Use of Information Technology and Resource Policy 4-002. Students should be aware that:

- All material published on the internet should be considered public and permanent.
- Any information posted on a social networking site may be disseminated (whether intended or not) to a larger audience, and that the post may be taken out of context or remain available in perpetuity.
- There is no expectation of privacy when using institutional computers and electronic devices.
- Students should carefully consider and implement the privacy settings on all social networking sites; however, designating your personal account as “private” does not limit one’s liability or culpability for adhering to the social media policy.
- Limit internet use for social networking to your personal time only and by utilizing your personal equipment.

**Professionalism:** The tone and content of all electronic conversations should remain professional and respectful. To use social media and social networking sites professionally students should:

- Refrain from posting unprofessional images or behavior that may tarnish their professional image and impair their ability to practice effectively, become licensed, and/or participate in positions of trust and responsibility within an institution or within the community.
- Never post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or any other entity.
- Never use social media to discriminate or harass any individual based on race, color, gender, religion, national origin, disability, age, veteran status, genetic information or any other characteristic protected by state or federal law.
- Never use social media to impersonate another user or mislead a recipient about one’s identity.

**Protecting Privacy/Confidentiality:** In any and all settings, patient privacy and confidentiality must be protected at all times, especially on social media and social networking websites. Online communications are held to the same laws and policies as offline communications.

- Privacy and confidentiality between clinician and client are of the utmost importance. All health care providers have an obligation to maintain the privacy of health information as outlined by the Health Insurance Portability and Accountability (HIPAA).
- Identifiable protected health information (PHI) should never be published/posted on the internet. This applies even if no one other than the client is able to identify him/herself from the posted information. Client images should be only obtained with written consent, and then only using institutional hardware, and never using student’s personal equipment. Client images must be stored and/or transmitted only using institutional hardware, and never on personal equipment or posted online.
SOCIAL MEDIA POLICY

- Each individual is responsible for the content of his/her own posts and blogs, including any legal liability incurred (HIPAA or other).
- Students should never mention clients’ names, refer to them by code names, post pictures of them, or post any identifiable information of clients.
- Personal phones, personal cameras, iPads and other personal devices shall not be used to photograph, film or record clients or to receive, store or transmit individually identifiable information about clients.

Respecting Copyright laws
- Students must avoid discussing any sensitive, proprietary, confidential, or financial information about any institution. Any material posted by a student that identifies an institution in which the student has worked or is working should have prior written authorization by the appropriate official of that institution.
- Unauthorized use of institutional information or logos is prohibited, including but not limited to UCF and affiliates.
- No institutional phone numbers, email addresses, or web addresses may be posted to a website without written permission from an authorized institutional official.

Interacting with Patients: To maintain appropriate professional boundaries and compliance with HIPAA:
- Students should not “friend”, “Connect with”, or “follow” clients on any social networking site or review clients profiles on these sites.
- It is never appropriate to provide specific professional advice to a client on a social networking site.

Posting with Caution: Postings within social networking sites are subject to the same professionalism standards as any other personal interaction. Remember that online activities, even those that seem private, can become public if content is copied, forwarded or printed. Text, images and video can remain on the internet even after efforts have been made to remove them. Students should routinely monitor their own “internet presence” to ensure that their personal and professional information posted by them or others is accurate and professional. This includes making an effort that they are not “tagged” in images posted by others that might be seen as portraying them in an unprofessional manner. Students should ensure that they have implemented appropriate privacy settings to avoid inadvertent dissemination of personal information to others outside of their control. Students are strongly encouraged to take a moment to reflect before every posting to a social media site to consider if the posting could potentially violate any client privacy laws and/or the content of this policy. If there is any doubt, students should not continue with the posting.

Policy Violations: Failure to comply with the provisions of this policy, as well as the HIPAA policy, will result in corrective action up to and including termination from the program.
The Clinic uses the **Clinical Skill Acquisition Rubric (CSAR)** form for assessment of the clinician’s interpersonal, written, oral, evaluative, and intervention skills observed during the course of therapy interactions. The student completes the CSAR self-rating during the first three weeks of the semester as the entry point for formative assessment. Clinicians receive feedback following each therapy session in written and oral forms, addressing strengths and weaknesses observed.

At the midterm point of the semester, the clinical educator provides formal assessment, using the CSAR form, and completes the first part of the formal cycle of formative and summative assessment. Feedback to strengthen or improve observed areas of weakness is provided by the clinical educator, as is feedback about the clinician’s strengths. Both individuals are expected to sign and date the midterm CSAR in the area designated on the form.

If the clinical educator feels a student may be at risk for failing to meet expected competencies, a remediation plan will be implemented. See the Clinical Progress Monitoring section of handbook for more information about the remediation process.

At the close of the semester, the clinical educator provides summative assessment information, again using this CSAR form, and completes the summative assessment. Feedback to strengthen or improve observed areas of weakness is again provided by the clinical educator, as is feedback about the clinician’s strengths. This exchange occurs during the final conference between the clinician and the clinical educator. A grade is assigned for the clinician’s work during the semester. Both the student and clinical educator sign and date the CSAR in the area designated on the form.

The original CSAR form becomes part of the student’s permanent clinical record; a copy of the CSAR form is provided to the clinician at midterm and final points of the semester upon request. The clinical educator enters midterm and final grade assessments in the clinician’s CSAR electronic portfolio.
The Clinic uses the CSAR-D (Diagnostics) form for assessment of the clinician’s interpersonal, written, oral, and evaluative skills observed during diagnostic sessions. The CSAR-D is provided by the student during the initial meeting with the clinical educator and serves as the entry point for formative assessment. Clinicians receive feedback following each diagnostic session supervised by the clinical educator in written and oral forms, addressing strengths and weaknesses observed. The clinical educator enters grading for the clinician’s diagnostic following completion of all report requirements, thus completing the summative portion of this process. Both are expected to sign and date the diagnostic CSAR in the area designated on the form.

The original diagnostic CSAR form becomes part of the student’s permanent clinical record; a copy of the CSAR form is provided to the clinician following entry of the assessment data in the clinician’s CSAR electronic portfolio.

The UCF Communication Sciences and Disorders Program has adopted CALIPSO as a method to collect, track, analyze, and report student’s achievement of the ASHA standards and accumulation of clinical clock hours. CALIPSO is a web-based application and provides an efficient and secure system that is available 24/7 to faculty and students.

Once enrolled in clinical practicum, students will enter the clinical clock hours earned during a practicum experience. During end-of-semester exit interviews, clinical faculty will approve the saved clock hours and place a hard copy in the student record.
CLINICAL SUPERVISION

Supervisory Conferences
Initial clinical educator/clinician conferences are used to define responsibilities for lesson plans, evaluations, videotaping, observations, reports and other clinical matters. Generally, each clinical educator and clinician will schedule a weekly conference or meet briefly after a session. These meetings allow for the evaluation of past therapy sessions to identify areas of strengths and weaknesses, to discuss proposed plans, to communicate upcoming responsibilities or jointly work on personal goals established by you.

Supervisory Approaches
Clinical educators may use one or more of these supervisory approaches with you during your education at the Clinic:

Samples: The clinical educator may provide examples of lesson plans, session analysis, SOAP notes or reports.

Joint Planning: The student and the clinical educator may write a lesson plan and/or objectives together. The student may formulate step-by-step strategies for conducting the therapy activities.

Role Playing: The student and the clinical educator may role play therapy procedures as each one assumes the client or clinician stance.

Demonstration Therapy: The clinical educator models a part of, or entire therapy sessions while the student observes and analyzes specific intervention techniques.

Structured Observations: The student may arrange to observe another clinician who demonstrates strong clinical skills in specific areas, particularly those in which you are experiencing some difficulty. During the observation, the student should gather ideas and strategies that could be implemented in his/her therapy sessions. Data collection may be practiced as well.

Videotape and/or Audiotape: Reviewing of video and audio taped sessions may be completed by the student and/or the clinical educator in order to identify the strengths and weaknesses of the session. In addition, the student and the clinical educator can view tapes together. Together concrete solutions and strategies may be identified.

Script Taping: The student and/or the clinical educator may transcribe directions and models given during the therapy session to be further analyzed and evaluated. The clinical educator should provide specific feedback regarding alternatives to the students’ choices or implementation of strategies.

Observation by Other Clinical Educators: Other clinical educators may be asked to observe a student in order to provide additional specific feedback based on the data collected during observation.

Joint Evaluation: The student and the clinical educator may evaluate your session through written analysis. These evaluations would be shared and compared to obtain clinical educator-clinician accuracy and agreement.
CLINICAL SUPERVISION

The relationship between a graduate student clinician and a clinical educator is a complex one. The clinical educator has many roles: teacher, mentor, and supervisor. It is the clinical educator’s responsibility to integrate these roles in a way to help a graduate student clinician develop into an effective professional. The clinical educator is also ultimately the professional responsible to the client. Therefore, it is important for the graduate student clinicians to strive to implement changes in the clinical practice when recommended by the clinical educator. It is also important for the graduate student clinician to take responsibility of his/her own clinical development. This requires frank and open discussion with the clinical educator about additional support or explanation that may be needed for success.

**Lines of Communication: Protocols for Filing Grievances**

In the event that the student has a concern regarding the clinical education support of their practicum experience, including supervision, formative or summative evaluation, the following steps should be taken:

**Step 1:** The student should directly discuss the concern with the supervising clinical educator. A discussion with the clinical educator should include information about individual learning styles and suggestions about the most beneficial supervisory style for the individual student clinician.

*If the concern is not resolved:*

**Step 2:** The student should contact the Coordinator of the Board of Clinical Educators who will, in turn, hold a meeting with the clinical educator and student. The Coordinator of the Board of Clinical Educators acts as a facilitator during the meeting.

*If the concern is not resolved:*

**Step 3:** The student should contact the Graduate Student Advisory who may contact the Chair of the Department of Communication Sciences and Disorders and the student’s faculty advisor. Additional meetings with the aforementioned faculty may take place. The Department’s Executive Committee may also be advised if asked by the chair of the Department of Communication Sciences and Disorders.

*If the concern is not resolved:*

**Step 4:** The student should follow formal university grievance or appeals procedures.
Confidentiality Policy and Procedures
The University of Central Florida’s Communication Disorders Clinic is a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the individually identifiable health information relevant to a client’s record is considered protected health information. In accordance with HIPAA, use of client records is restricted to only those individuals directly involved with the client. Only those persons in the Communication Disorders Clinic needing access to protected health information to carry out their duties are allowed access to a client chart.

The Communication Disorders Clinic conducts HIPAA awareness training for all personnel including faculty, staff, graduate assistants, and work-study students. The Clinic provides training prior to clinician, faculty and staff members’ initial assignments and thereafter on an annual basis or within a reasonable period of time following any material change in the Clinic’s policies or procedures, whichever is earlier. The training sessions include all students in clinical practicum. Written documentation of training sessions for faculty and staff and other personnel is filed with the Coordinator of the Board of Clinical Educators.

Confidentiality Procedures
1. Client files and information must be kept confidential. At no time, should the file or any part of the file be removed from the Clinic. Students may use the file in the Clinic only in the designated work area.
2. Client files (reports, lesson plans, etc.) may not be copied for any reason. The student may take notes on any part of the client’s file, but use only the de-identified client code.
3. When emailing reports, use the designated de-identified client code.
4. At the end of the semester, DELETE all notes and reports from your electronic records. Non-compliance with this procedure could result in failure of a practicum.
5. Client documentation may not be worked on in any public locations, including other campus labs.
6. Student clinicians may NOT work on reports at home, unless designated de-identification procedures are followed. Photocopying of information in client charts is not allowed.
7. Student clinicians may not use personal devices (phones, iPads, laptops) to take pictures or record clients. Additionally, student clinicians must follow confidentiality procedures in regard to social media (See Social Media Policy page 42-44).
8. Student clinicians may not contact clients personally for any reason outside of their clinical responsibilities.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name of client
- Nature of the problem
- Family information
- Tape recordings of the client’s speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports
- Client photos
- Clients therapy work samples
HIPAA POLICY

HIPAA Violations

A HIPAA violation occurs when one or more of the outlined procedures from the clinics’ Policy and Procedures and the Master’s Student Handbook is breached or when an act/breach is deemed a violation by the Coordinator of the Board of Clinical Educators in consultation with the Department Chair, Master’s Program Coordinator, and UCF General Counsel.

When violations occur, the following consequences and actions will be taken:

* Violations will be reviewed by the Coordinator of the Board of Clinical Educators, Department Chair, and Master’s Program Coordinator.
* Violations will be classified as intentional or unintentional based on:
  a.) the nature of the breach
  b.) the prior knowledge a student clinician had regarding the type of information involved and/or the student’s prior knowledge of the client’s authorization to share protected information.

An intentional breach of HIPAA confidentiality will result in immediate review of the circumstances by the Coordinator of the Board of Clinical Educators, Department Chair, and Master’s Student Handbook. A student who has engaged in an intentional breach will be recommended for dismissal from the program.

First time offenders of a breach in confidentiality, if occurred unintentionally, will result in a warning and discussion of the incident with the Coordinator of the Board of Clinical Educators.

A second breach in confidentiality will result in the recommendation of the student’s grade being lowered by one letter grade for the clinical experience. Due to the nature of the offense, the Coordinator of the Board of Clinical Educators and Master’s Program Coordinator will be informed and will bring forward to the Chair of the Department. The Coordinator of the Board of Clinical Educators, Master’s Program Coordinator and the Department Chair will make the final determination as to the recommended grade change.

Any student who should have a third offense in breach of confidentiality will fail for that semester in Clinic receiving an “F” for the grade. Determination as to the student’s continuation in the graduate program will be at the advisement of the Coordinator of the Board of Clinical Educators, Master’s Program Coordinator and the Department Chair. Determination as to accrued clinical hours during that practicum will be at the advisement of the Coordinator of the Board of Clinical Educators, Master’s Program Coordinator and the Department Chair.

Violations will be cumulative throughout one’s graduate program.
Scheduling and Attendance Policy
It is the policy of the Communication Disorders Clinic to schedule clients for services based on their waiting list order. This order is determined by the date on which the Intent to Participate form is returned to the Clinic.

Exemptions are occasionally made to this policy. Exemptions may take into consideration the nature and severity of certain communication disorders, research/grant needs and the clinical requirements of students as reflected by the accreditation policies of the American Speech-Language-Hearing Association.

If a client is being dismissed but the clinician and clinical educator feel a re-evaluation is appropriate in 3-6 months, the client completes the Intent for Evaluation form, specifies the service need and turns this form in to the Clinic Secretary for follow up at the time specified on the form.

If a client is absent for two or more treatment sessions are missed per semester, continuation of services may be discontinued at the discretion of clinic management. Failure for the client to notify the clinic of a cancellation may result in a $25.00 charge (no call, no show) per incident. Inconsistent attendance may place the continuance of services in jeopardy.

Child Information (including parent observation)
The Clinic asks that parents/guardians escort their child into the building, unless the child drives himself or herself to the session or unless prior written arrangements are made with the clinical educator in charge of the case. The child sits in the waiting room with the parent or the parent delivers the child to the clinician for treatment. Parents are expected to pick up children **immediately** upon the completion of the therapy session. Children will not be allowed to wait for parents outside the building or to remain in the building unattended. Failure to comply with these rules may result in dismissal from treatment.

Safety Information and Procedures
All clients certify that their health status allows them to visit the Clinic for services. Each client should have on file at the Clinic an emergency contact name and (cellular) telephone number for use in contacting a family member, guardian or caregiver in the unlikely event of an emergency. Minor children should not be left unattended in the Clinic or without prior arrangements being made for an alternate caregiver in the absence of the responsible parent or guardian.

Client Feedback Procedures
At the end of each semester all clients or their families are provided with an opportunity to give feedback on the quality of services received in the Clinic that semester. The clinical educator in charge of supervising the case distributes the Consumer Satisfaction Survey to adult clients and to parents/guardians of child clients. The survey is anonymous and is returned to the locked box at the Front Desk of Suite 500 by the last day of therapy services. Feedback is critical in maintaining the quality of the Clinic and its services.
CLIENT INFORMATION

Students should avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking materials pertinent to a client out of the Clinic
- Reports, lesson plans, or materials left in a notebook, on a computer screen, or on a table where others may read them
- Conversations in the Clinic which may be overheard by other people, including other clinicians

Client Records
Active client records are stored in the main Clinic office in a locked file cabinet. These records are for clients who are being served, whether in diagnostic or management for speech, language and hearing services. The records are accessible by clinicians, clinical educators or observation students involved with a given client, however, in order to obtain the information, students need to sign the file out from the front office.

Under no circumstances are files or client documents to be removed from the Clinic.

Inactive charts are held for a period of seven years.
The Communication Disorders Clinic is the clinical extension of the Department of Communication Sciences and Disorders within the College of Health and Public Affairs at the University of Central Florida. Faculty offices for the Communication Disorders Clinic are located in the Innovative Center - Suites 500 and 300. The Department of Communication Sciences and Disorders is located in the Health and Public Affairs II building, Room 101 where academic faculty maintain their offices. Classrooms are found throughout the campus and are assigned each semester by the University. Room assignments are found in the online semester class schedule. Additional facilities are described below.

**Clinic Front Office**
The Clinic Front Office contains the case files, forms, records, and other information necessary for client intake, scheduling and billing. Questions concerning clinic office operation are directed to Clinic Staff. The Clinic Front Office is located in Suite 500 of the Innovative Center.

**Resource Rooms**
Diagnostic materials are stored in room 532 across from the front desk and in the FAAST Center in room 268A. Students reserve diagnostic materials in the “Future Reservation Log” located at the front desk. Diagnostic materials are to be checked out at the front desk in the resource check in/check out binder. Protocols for testing materials are obtained from the front desk staff in Suite 500.

**Audiology Suite**
This room contains a fully equipped audiology test suite that is used for student audiological experience. Audiometers, books and other materials related to hearing, aural rehabilitation and anatomy are stored in this area. The Audiology Suite is located in room 528.

**Toys**
Books, toys, kits, and materials for both evaluations and therapy are kept in the Student Work Room. Materials are marked and should be returned to the proper shelf or bin after use. If you have difficulty finding a specific material, locate Clinic staff or a graduate assistant for help. The Student Work Room is located in room 538.

**Laptop Computers and Software**
Laptop computers are available for check-out in the Student Work Room. There are a number of diagnostic and therapeutic software programs available for use.

**Observation Areas**
The clinic has an observation room for the family members of the clients. The observation room is room 539. Viewing access requires front desk personnel to sign onto the computers to view sessions. Undergraduate observations may occur in the clinic, and students are required to sign up for available times in order to attend.

**Student Work Room**
This room is set aside for students to use when preparing for therapy and diagnostics or when developing lesson plans and reports. Announcements regarding clinical activities are posted in this room. Students have the responsibility for maintaining the files, forms, and records of evaluations and therapy under the direction of their supervising clinical educator. There are 8 computers and 2 laptops in the main Student Work Room in room 538.

**Student Mailboxes**
Mailboxes for all clinical students registered in the graduate program are located in the student work room. There is a list of mailbox numbers and persons assigned to that mailbox number on the shelving unit. Be sure to check this list at the beginning of each semester because each semester your mailbox number may change.
Therapy and Diagnostic Materials

1. Materials (books, therapy aids, tests, etc.) are kept in the Resource Room, room 532 across from the front desk.

2. All materials stored in the clinic must be checked out. All items must be returned at the close of the clinic day. *Do not give the test or materials to another student without changing the name in the check in/check out binder. Each student will be held responsible for materials they check out.*

3. Tests may be checked-out overnight after 5pm and must be returned by 9am the following day. Check the black “Reservation” binder to make sure an item has not been reserved for early morning use. The same procedure for checkout as noted above is used.

4. Test protocols are kept on file in the Clinic Front Office. *Do not enter the Clinic Front Office area to obtain protocols.* The Front Office staff will assist you.

5. Materials may be used in the planning and execution of therapy. Therapy materials are not to be taken out of the Clinic, as other clinicians may need them.

6. Picture cards must be put back in the box in the proper order and category.

7. Toys, games, etc. are kept in the room 538 in the Student Work Room. Care should be taken to return them in the same condition, and to the same place they were found. Clean items prior to returning them.

At the end of each week the clinic staff will check for any unreturned items. A notice will be emailed to students with unreturned items. It is the responsibility of the student to return that item within 24 hours.
Clinical Billing Policy
A fee schedule form is mailed to each client at the time of initial contact for scheduling of all evaluation services and explained as needed at the time of initial contact. Fees are charged for all clinical services provided by the UCF Communication Disorders Clinic.

Fees are subject to a sliding fee scale, upon request of the client. Clients may be considered for fee reductions under the UCF Communication Disorders Clinic’s Sliding Fee Scale following a financial interview with the Office Manager, Clinic Biller or the Coordinator of the Board of Clinical Educators.

Clients who meet Medicaid or Medicare eligibility need to make arrangements for billing with the Clinic Front Office. The UCF Communication Disorders Clinic accepts some insurance vendors. A current list is available with the Office Manager or Clinic Biller.

The Coordinator of the Board of Clinical Educators will work with clients if payment of established fees (per initial interview) becomes difficult. Every reasonable effort will be made to remedy the situation.

Clients pay for services at the time service is rendered for all services offered at the clinic. It is the responsibility of the clinical educator and student to make sure financial arrangements have been made prior to the client leaving the diagnostic session.

The Office Manager or Clinic Biller bills clients once a month for speech, language and hearing treatment services. Super Bills, with current transaction codes, are completed any time fees are charged. It is the responsibility of the student and clinical educator to sign the Super Bill after each session and to turn in weekly to the front office staff.

If a student needs to cancel a session, he/she needs to notify the client, clinical educator and clinic office. Efforts should be made to re-schedule cancelled session at a time convenient for the client, clinical educator and student.
FACILITY INFORMATION

Cleaning Procedures

Work Practice and Hand Washing
Each clinician is responsible for cleaning toys and materials at the end of a session. Alcohol-based wipes are kept in every therapy room. Hands are always washed before and after contact with clients. Hands are washed even when gloves have been used. If hands come in contact with blood or body fluids, they are immediately washed with soap and water. Hands are also washed after sneezing, coughing, or wiping a nose. Cleaning details are posted in each therapy room, as well as, in the student work room. Please refer to these instructions for the specific detailed cleaning instructions.

Work Area Restrictions
Students do not eat, drink, apply cosmetics or lip balm, or handle contact lenses in treatment areas, or in the waiting room areas. No test taking for courses is allowed in student work areas. All clients, students, faculty and staff are expected to observe a smoke free environment policy.

Any student with a draining lesion, an acute lower respiratory tract infection, and/or febrile diarrhea should not attend the diagnostic or therapy session. The student must contact their clinical educator if he or she cannot attend. For students with a slight cold or other illness, masks are available in the Clinic Resource Room. Students are encouraged to use a mask to avoid passing the illness to a patient or clinical educator.

Safety and Emergency Procedures
Given the possibility of injury, no child should be left unattended, either in a therapy room, hall, or waiting areas. The clinician should verify an adult has assumed the responsibility for a child upon the completion of an appointment visit.

If a client has a known problem requiring specific medical intervention methodology or treatment, the parent or caregiver must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures, which are not within the scope of practice of a speech-language pathologist or audiologist.

If a student or client is involved in an accident, a clinic staff member calls 911. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present clinic staff and/or faculty may provide assistance in emergency situations while wearing gloves.
The graduate curriculum in Communication Sciences and Disorders provides a generalist orientation to the practice of speech-language pathology, providing future practitioners with the knowledge and skills to work with clients across the lifespan who demonstrate a variety of communication disorders. Students who successfully complete the graduate curriculum achieve a Master of Arts degree in Communication Sciences and Disorders, meet the academic and clinical requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) through the American Speech-Language-Hearing Association (ASHA), and meet state licensure requirements for the practice of speech-language pathology in Florida. Additionally, students are strongly encouraged to meet requirements for Florida Department of Education certification in speech-language pathology. The graduate program in Communication Sciences and Disorders at the University of Central Florida (UCF) has been accredited by the Council of Academic Accreditation (CAA) of ASHA since 1986 and complies with all standards set forth by the Council.

As part of the graduate program, the off-campus internship experiences are vital to the advanced skill acquisition of graduate student clinicians. These experiences provide students with opportunities to apply information learned in the classroom and through textbooks to service delivery in real educational and health settings. Graduate students complete off-campus placements during their last two semesters of study in a variety of settings, such as schools, hospitals, rehabilitation centers, skilled nursing facilities, assisted living facilities, community clinics, and private practices. In each of these settings, the goals for the experience include guided learning, improved clinical competency, and progressive independence.

Students will be placed at community sites and will remain with the supervising SLP for the agreed time period as stated in the contract letter. The contract letter also contains information concerning roles and responsibilities for supervisors/students, dates when specific externship forms are due, and any holiday information pertaining to the student.

Internship students may earn clock hours only for the portion of time they are actively participating in service delivery to clients. To meet clinical program requirements, students must accrue diagnostic and treatment hours in the off-campus placements and receive supervision by an ASHA-certified professional in accordance with standards of the ASHA. ASHA standards require at least 25 percent supervision of all therapy and diagnostic sessions. “ASHA-Standard IV “ (same as on contract). Any SLP that supervises a student must provide ASHA # on all relevant documentation forms. The clinical supervisor for the off-campus site will sign verify completion of clinical clock hours. The Community supervisor’s ASHA Certification and State Licensure will be verified by the UCF Clinic office.
Internship is the clinical capstone experience of the graduate program in Communication Sciences and Disorders. It plays a critical role in the continued clinical skill acquisition and allows the application of theoretical principles and management strategies learned in classes and clinical coursework to real-world work settings. Internships should be a time of guided learning, improved competency, and progressive independence. There are three main purposes of the internship requirement:

- To provide a continuing series of practical experiences geared to current level of clinical expertise.
- To demonstrate how to assume professional roles in clinical settings while becoming accustomed to a variety of organizational structures, working relationships, and job expectations.
- To develop student’s professional identification as a speech-language pathologist and to gain experience in fulfilling a role as a team member working with other professionals and families in the treatment process.

Students will have internship experiences during the last two semesters in the program. The last semester will be a full-time internship. The part-time internship always precedes the full-time internship, except in some cases where students in the Consortium Track must reverse these experiences to complete the full-time internship in a school setting. Internships provide expanded opportunities to develop proficiency in the practice of speech-language pathology.

Students are eligible to enroll in internship upon demonstration of the following:

1. Satisfactory completion of all required pre-professional and professional courses in Communication Sciences and Disorders
2. Satisfactory completion of at least 108 clinical clock hours of graduate practicum
3. Submission of the Internship Checklist and Clinical Hours Summary forms
4. Completion of all adult coursework prior to enrolling in an adult internship, or all CORE pediatric coursework prior to enrolling in a pediatric internship.

The clinic has collaborative agreements with many hospitals, skilled nursing facilities, long term care units, rehabilitation centers, private practices and schools in the greater Orlando area and throughout the state of Florida to provide students with a variety of quality experiences in the community. Typically, internships last 15 weeks during the Fall and Spring semesters, and 12 weeks in the Summer, unless an internship site requires a different schedule. One of the student’s internships must be completed with children and the other with adults. The order of these placements is at the student’s discretion and is determined by clinical and career interests. For example, if the intent is to pursue a career working with children, the student would, more than likely, opt to complete your full-time internship in a pediatric setting and the part-time internship in an adult setting. The student must be present at the internship site for a minimum of 20 hours per week during the part-time internship and 40 hours per week during the full-time internship. Unprofessional conduct, or conduct which compromises the quality of services to clients, may result in dismissal from internship placements and from the academic program.
PRACTICUM VS. INTERNSHIP

Graduate students in the Department of Communication Sciences and Disorders complete three semesters of clinical practicum while simultaneously enrolled in academic coursework. Most practicum experiences occur at the UCF Communication Disorders Clinic and affiliated facilities. Students accumulate a minimum of 108 clinical clock hours in practicum prior to enrollment in internship.

Internship is the clinical capstone experience of the graduate program and provides students with opportunities to apply many concepts and skills learned in the classroom and practicum to real-world work settings. Part-time internship occurs during the next-to-last semester of study; and, full-time internship during the final semester. To meet departmental requirements, one internship must be completed with children and the other with adults. Depending on future career goals students may choose to spend more time either in child or adult experiences during their internships. Both internships provide students with expanded opportunities to develop proficiency in the practice of speech-language pathology.

Upon demonstration of the following; students are eligible to enroll in internship:

- Completion of required courses in Communication Sciences and Disorders with no “I” grades in any course
- Satisfactory completion of Foundations of Clinical Practice I, II, & III: SPA 6551, 6503, & 6942
- Satisfactory completion of all Foundations of Clinical Practice Labs: SPA 6503L(x2), & 6942L(x2)
- Completion of Clinical Practice Level I: SPA 6943C with a grade of B or better
- Completion of Clinical Practice Level II: SPA 6946, Part-time Internship (if entering SPA 6946, Full-time Internship) with a grade of B or better
- Satisfactory completion of academic coursework on nature and needs of the assigned clients’ communication disorder:
  
  SPA 6204: Advanced Articulation/Phonological Disorders
  SPA 6946: Language Disorders in Children and Adolescents
  SPA 6211C: Voice Disorders
  SPA 6225C: Fluency Disorders
  SPA 6410: Aphasia and Related Disorders
  SPA 6559: Augmentative and Alternative Comm. Systems
  SPA 6565: Feeding and Swallowing Disorders
  SPA 6327: Aural Habilitation/Rehabilitation
  SPA 6805: Research in Communicative Disorders
  SPA 6474: Assess. & Mgmt. of Cult. & Ling. Diverse Populations
  SPA 6236: Motor Speech Disorders in Adults and Children
PRACTICUM VS. INTERNSHIP

- Submission of class and work schedule
- Acceptable security clearance background check (and any other site-specific requirements, e.g., proof of immunizations, PPD, etc.)
- Certification in Basic Life Support for Healthcare Providers
- Completion of at least 108 clinical clock hours of graduate practicum
- Approval of the Communication Sciences and Disorders Program faculty
- Achievement of no more than 6 credit hours or two courses, whichever is greater, of “C” grades in required and elective course work
- Achievement of an overall GPA of 3.0 or above in the graduate program
- Placement of current and correct Graduate Plan of Study on file with the department
- Completion of an updated clinical clock hours summary

Students may not continue in their clinical plan of study until they have met these criteria. In the event that the student does not maintain the criteria between the time of submitting the documents and the beginning of the next semester, it is the student’s responsibility to contact the Coordinators of Academic Support and Internship Coordinators. It is the student’s responsibility to drop his/her registration for part-time internship, and add any coursework required to bring their academic/clinical plan into compliance. Students failing to take this action before the end of the add/drop period can be withdrawn from their internship placement by the Department without benefit of tuition reimbursement or waiver of late fees for late add/drop. Academic deadlines are found on-line on the UCF Home Page (www.ucf.edu).

Internships last 15 weeks during the fall and spring semesters and 12 weeks in the summer semester. Students must be present at the internship site for 20 hours during the part-time experience and 40 hours during the full-time experience.
PURPOSES OF INTERNSHIP

For Students:

⇒ To provide a continuing series of practical experiences, adapted to students’ levels of expertise, that provide opportunities for application of principles, knowledge and skills previously acquired in classes and clinical practicum.

⇒ To learn how to assume professional roles in clinical settings while becoming accustomed to a variety of organization structures, working relationships, and job expectations.

⇒ To develop a professional identity as a speech-language pathologist.

⇒ To gain experiences in the role of a team member when working with other professionals and families in the treatment process.

For Participating Sites:

⇒ To provide opportunities for input into the development of the university program, thereby sharing in the education of future speech-language pathologists.

⇒ To serve as a catalyst for growth for participating speech-language pathologists through interaction with students.

⇒ To provide participating sites an opportunity to recruit new employees.

For the University:

⇒ To establish an outside measure of students’ abilities to function efficiently and effectively as speech-language pathologists.

⇒ To facilitate continuous evaluation of the curriculum’s relevance and effectiveness, leading to modifications when necessary.

⇒ To provide more diverse clinical experiences for students.
The following are some, if not all, of the experiences in which internship students will be able to participate:

- Observing of the organization and administration of a speech-language pathology program.
- Evaluating and diagnosing of communication disorders.
- Scheduling of treatment sessions.
- Completing forms and other types of documentation used by clinics and school systems in reporting, record keeping, and so on.
- Understanding reimbursement procedures in a variety of health care and educational settings.
- Treating, both individual and group, with a variety of communication disorders/delays.
- Writing lesson plans that include appropriate goals, logical task sequences, clear conditions and criteria for achieving goals, types and amounts of reinforcement and appropriate selection of materials and activities.
- Exploring and selecting Evidence Based Practice (EBP) to support clinical decisions.
- Conferencing with teachers, family members and other professionals.
- Learning and implementing a variety of materials and instrumentation.
- Delivering in-service education programs for clinicians.
- Attending at IFSP or IEP meetings, staffing’s, interpretive conferences and other professional meetings.
- Observing and/or participating in special programs of hospitals, rehabilitation centers, skilled nursing facilities, school systems and other settings.

Clinical Internship Skills

Graduate student clinicians in off-campus internships will bring skills already mastered during previous clinical courses and practicums. Students will leave the internship with many more skills, which must be mastered, before completing that internship. During the internship, students should demonstrate competence in the following skills:

- Working cooperatively with other professionals
- Conducting diagnostic evaluations
- Explaining test results to clients and families.
- Developing recommendations based on test results.
- Writing accurate and concise reports.
- Planning and implementing a speech-language program based on the needs and abilities of clients.
- Collecting and analyzing data.
- Understanding and stating the rationale for any treatment plan, approach and procedure used.
- Motivating clients to improve their communicative skills.
INTERNERSHIP EXPECTATIONS

- Using diagnostic and treatment time efficiently.
- Identifying and managing client behaviors and responses.
- Meeting clients’ and families’ needs in flexible manner.
- Planning treatment sessions and choosing appropriate materials for clients.
- Self-evaluating clinical skills objectively.

Site Selection

Internship Coordinators select all internship sites. The sites represent a wide variety of settings and experiences, including public schools, private practices, skilled nursing facilities, medical centers and specialized programs. The Internship Coordinators consider the following characteristics when selecting new sites.

- Breadth, depth, and diversity of clinical population.
- Supervisors’ interests and experiences in clinical education
- Positive climate for clinical education.
- Welcoming and helpful administrative and professional staff.
- Availability of appropriate diagnostic, treatment and related opportunities.

Responsibilities

For Students:

1. Conform to the rules and regulations of the internship site.
2. Maintain regular attendance at the site during hours arranged for the placement. Absences must be reported to Internship Coordinators and lost time must be made up. Internship students are normally entitled to the regular vacation and holiday leave granted by the site. Students may also take two additional days of leave upon arrangement with the community supervisor for such things as illness, meetings, emergencies and interviews. These are not to be used for vacations.
3. Maintain regular and timely attendance at supervisory conferences for which major responsibilities include clarifying issues, asking questions, seeking out learning opportunities and exposing problems that may be experienced.
4. Fulfill, in a professional manner, all duties and responsibilities assigned by the supervisor. Special emphasis is placed on abiding by the personnel policies of the site, maintaining confidentiality with regard to sensitive information gained in the work environment, and following all health and safety guidelines of the facility.
5. Participate openly and honestly in the evaluation process.
6. Seek out and, with the clinical supervisor’s approval, engage in any learning opportunity appropriate to interest, previous experience and academic preparation.

7. Report any inappropriate situations or unresolved matters to the lead supervisor or the Internship Coordinator.

For Participating Sites:

1. Assign an ASHA-certified supervisor to work directly with graduate student clinicians, to insure that students achieve the educational goals of the internship and to assign appropriate work duties.

2. Determine work space for students.

3. Provide students with an orientation to work-site duties, hours and site expectations.

4. Adjust the nature and amount of clinical supervision to the experience and ability of students; see contract.

5. Schedule regular meetings with students and provide appropriate evaluations of students’ performance.

6. Assist students in integrating theory and practice within the profession with the implementation of EBP. All major decisions regarding evaluation and treatment should be implemented or communicated only after approval by supervisors.

7. Evaluate students’ performance in writing, providing copies to students and returning all forms to Internship Coordinators by the dates specified.

8. Provide a safe, secure workplace at which students can meet the educational objectives of clinical externship.

9. Make available at all times, when graduate student clinicians are providing clinical services, a supervisor holding an appropriate credential to assist with clients.

10. Provide Internship Coordinators with advance notice of any internship program or site change, such as shifting the student to a new supervisor not previously agreed upon.

For the University:

1. Provide students with an interview with the community supervisor.

2. Acquire affiliation agreements and approve all off-campus settings to be used by students.

3. Provide off-campus supervisors with a summary of students’ academic and clinical experiences, and particular needs, if requested.

4. Provide support for the off-campus experience through site visits, e-mail and telephone contact with the community supervisor at least once a semester.

5. Provide participating sites with appropriate instruments for evaluating students.

6. Collect site data through students’ evaluations and reporting forms.
Role of Supervisor

The supervisor plays a critical role in the internship experience, taking responsibility for guiding relatively inexperienced graduate student clinicians to becoming competent professionals. Those supervisors who are willing to provide the time, effort and energy required of this endeavor are to be commended. They must be willing to allow students to make mistakes, use critical thinking skills and to move to independent care of clients all in one semester. They must also be able to honestly critique students’ therapy skills, to help them identify weaknesses and to guide them to address their weaknesses.

Procedure for Community Supervisor Feedback

1. Students will complete an online evaluation of their site and community supervisor.
2. The information from the evaluation will be collected each semester by the Coordinator of the Board of Clinical Educators or designee and shared with the Internship Coordinators.
3. The feedback will be summarized and verbally communicated to community supervisors as needed.

Assuming Clinical Responsibility

Students should begin taking responsibility for the assigned caseload as soon as possible. It may be desirable for students to observe one or two clients before assuming responsibility. Once responsibility is assumed, the goal is for the student to move toward independence as quickly as possible.

Internship Site Orientation

One of the first responsibilities of supervisors is orientation to the physical facilities of the internship site. Students need to know the following:

♦ Organization and structure of the facility
♦ Protocols followed at the facility, including dress requirements, hours of work, use of the phone and other pertinent information.
♦ Availability of materials and equipment for use in diagnostics and therapy.
♦ Forms required by the internship site.
♦ Introductions to other staff members with an explanation of their roles.
♦ Requirements for the setting, including in-service training, immunizations needed and presentations to staff.
♦ Duties and competencies expected of student clinicians.
INTERNSHIP EXPECTATIONS

Absence Policy
Once schedules are established at the internship site, the student is expected to be in attendance at all scheduled times, except in the event of illness or other unavoidable circumstances. In the event of illness, students must call and email their supervisors and the assigned Internship Coordinator prior to their scheduled arrival time. Students need to call/email each day they are ill/absent.

Other than for illness, absences will only be permitted if the circumstances are clearly unavoidable. In the event of frequent absences, even if for illness, tardiness or unexcused absences, the supervisor at the site should contact the Internship Coordinator immediately.

Students are allowed two days of excused absences for such things as illnesses, emergencies, meetings and interviews; not for vacations.

Students are encouraged to attend various workshops and presentations as part of professional development. Community Supervisors and Internship Coordinators, however, are responsible for deciding if a workshop or presentation should be attended. The decision to excuse should depend on the number of absences the student has had during the semester and how much the absence would affect clients at the site. Students must discuss these issues with the supervisor to arrive at a decision concerning attendance.

Speech-Language Pathology Internship Forms/Information
The following forms and information used by students and supervisors are included in webcourses:

- Internship Guide
- Syllabi 6946 (part-time)
- Syllabi 6946 (full-time)
- Contract and Student Objectives
- Statement of Responsibility
- CSAR and CSAR Professional Addendum
- CSAR Summary/Grade Sheet
- CSAR FAQ
- Clock Hours Logs
- Non-expiring Certificate of Protection
INTERNSHIP EXPECTATIONS

Inclement Weather
Students will need to come to an understanding with the supervisor concerning the procedures to follow in case of inclement weather. Lives should not be endangered to get to a placement, but the weather should not be used as an excuse for not fulfilling obligations. Students are responsible for making these arrangements for inclement weather, which may include, but are not limited to:

⇒ Not going to a placement
⇒ Waiting to see weather conditions
⇒ Making-up session at a later date
⇒ Counting the missed day as one absence.

Holiday and Vacations
Unless the setting has an extended break, such as Spring Break in the schools, students should take the break at the site and not the university break. Students in externships are expected to take any vacation or holiday offered by the site. Students do not take the University holidays.

Evaluation of Student Performance
Informal evaluations of performance should be made on a regular basis in both written and oral formats. This will allow the student to become aware of strengths and weakness in clinical practice. The informal evaluation should be made during the community supervisor’s observation time. The forms in the appendices may be used to provide written feedback relative to student performance. This feedback becomes part of the formative assessment of students. Midterm and final grades must be reviewed with students. Supervisors should provide students with copies of all written feedback.

Professional Liability Insurance
All internship students must be covered by a student liability policy each year during the internship experiences. The policy is purchased by the University of Central Florida and the Department assures that insurance coverage is current and up-to-date at all times during the internship assignments.

HIPAA Training
All internship students receive HIPAA awareness training before beginning the first semester in internship and thereafter on an annual basis or within a reasonable period of time following any material change in the Clinic’s policies or procedures, whichever is sooner. Written documentation of the training sessions will be filed in your permanent clinical records. Students also are knowledgeable regarding Universal Precaution practices. Written documentation of this training is also filed in your permanent clinical record.
Occasionally students may have difficulty with a particular site or placement. In the unlikely event a student is unable to cope with the requirements of a site or engage in behavior that substantially disrupts a program or poses a risk of injury to clients, other students, or staff, the community supervisor will contact the Internship Coordinator immediately. Disruptive and/or unprofessional behavior will result in dismissal from the site.

The supervisor should be responsible for meeting with the student and explaining the reason(s) for dismissal. The Internship Coordinators will provide assistance with all problems encountered by the site.

Termination from an internship site will result in an “F” letter grade for the internship course and the loss of all contact hours for the course.

Students must achieve a grade of B or better and meet ASHA requirements to successfully complete the internship course. If a student does not successfully complete an internship experience after being placed a second time for any reason, he/she will be dismissed from the program.
GUIDELINES FOR INTERNSHIPS IN THE SCHOOLS

1. The school supervisor must be a speech-language pathologist who is certified by the American Speech-Language-Hearing Association.

2. Attendance expectation: Students should follow the school, not the University, calendar.

3. Students are expected to be at school on the days public schools are in session, including teacher workdays. Students are expected to stay at school all day and participate in what the supervisor does, including any optional school duties. Students should not leave early to attend a class unless prior arrangements have been made. If there are optional workdays for teachers, you are expected to be present if the supervisor is present.

4. There are two days written in the calendar for sickness or emergencies for the entire school internship period. If an absence is necessary, you must call the supervisor as early as possible. If ill beyond one day, students need to contact the supervising SLP again. Students also must e-mail or call the Internship Coordinator. If you are absent more than two days, then arrangements may be made to extend the school internship to make up the days.

5. The student will need to come to an understanding with the supervisor concerning the procedures to follow in case of inclement weather. Students are not to endanger their lives to get to a school, but the weather should not be used as an excuse for not fulfilling obligations. If there are make-up days during the school internship, you are expected to make up those days, even on a Saturday or a holiday.

6. The Communication Sciences and Disorders internship students may not substitute for the speech-language pathologist in their absence due to illness, civic duty or accident.

7. Students must complete mandatory evaluations of their internship coordinator and community supervisor online prior to end of semester.
Graduate student clinicians are responsible for working with the Coordinator of the Board of Clinical Educators or Internship Supervisor to ensure that clock hour requirements are met. Overall, students need to accumulate 400 clinical clock hours across the lifespan with experiences in all of ASHA’s nine disorder categories (Big 9). This is only a minimum requirement and most students usually earn more hours during their graduate program. Specific clinical education needs of students, maintaining the welfare of clients, and completion of internship responsibilities at particular sites are all important considerations in site assignments. The duration of students’ clinical internships will be determined by department course requirements, the quality of performance, and meeting competencies; not by the completion of the minimum requirement for clinical clock hours or acquiring well-over the required hours.

Students are expected to have knowledge and skills in the prevention, evaluation and treatment of the following disorders:

- **Articulation**
- **Voice and resonance**
- **Hearing**
- **Cognitive-communicative**
- **Communication modalities**
- **Fluency**
- **Receptive and expressive language**
- **Swallowing**
- **Social aspects of communication**

Additionally, students must have knowledge regarding standards of ethical conduct, principles of evidenced-base practice, contemporary professional issues and credentialing process.

**Amount of Supervision**

According to Standard IV-E of the SLP Certification Handbook: "Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants."

The implementation language further states that "The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient."

Also see the ASHA document, Quality Indicators for Professional Service Programs in Audiology and Speech-Language Pathology, which includes information about supervision. In addition, facilities, payers, and other regulatory agencies may have requirements regarding supervising student clinicians that may impact the amount of supervision provided. The Clinical Clock Hour Log forms allow the supervisor to indicate the amount of time spent in direct observation of students.

**Recording Clinical Clock Hours**

Students are expected to maintain complete and accurate clinical clock hour records. During the semester, students maintain a running record of clinical clock hours. Students utilize CALIPSO to record all clinical contact hours and their supervisors must verify. Clinical clock hours will not be accepted unless properly approved and sufficient amount of supervision is documented.

For Departmental records, the ASHA account number of the primary clinical supervisor must be included on all clinical forms. If it is necessary for another speech-language pathologist to cover for the primary supervisor, then the ASHA account number of that individual must be submitted for departmental records. All clinical supervisors must hold the CCC-SLP before involving them in an internship experience.
FLORIDA LICENSURE

Licensing Requirements for a Speech-Language Pathologist for the state of Florida.

Masters degree or completion of the academic requirements of a doctoral program, with a major emphasis in speech-language pathology.

- Applicants enrolled in an approved program prior to January 5, 2005, must complete a minimum of sixty (60) semester hours at least thirty-six (36) hours must be earned in graduate level courses.
- Applicants enrolled in an approved program after January 5, 2005, must complete a minimum of seventy-five (75) semester hours at least thirty-six (36) hours earned at the graduate level.
- 300 clock hours of supervised experience with at least 200 of the 300 hours in the area of speech-language pathology

- Nine (9) months of professional employment experience (Clinical Fellowship)
- Passage of the Educational Testing Services Praxis Series Examination
- One (1) hour of HIV/AIDS education (visit www.CEBroker.com for approved providers)
- Two (2) hours in Prevention of Medical Errors education (visit www.CEBroker.com for approved providers)

Process

- Applicant must submit application with the appropriate fees to the board office.
- All supporting documentation that is submitted will be reviewed to determine compliance with current requirements. If additional documentation is required to complete the application, a deficiency letter will be sent.
- Once the application has been deemed complete, a license is issued within 4-7 working days.

Website: [http://floridasspeechaudiology.gov/licensing/](http://floridasspeechaudiology.gov/licensing/)

Email: [MQA_SpeechLanguage@doh.state.fl.us](mailto:MQA_SpeechLanguage@doh.state.fl.us)

The American-Speech-Language-Hearing Association (ASHA) represents affiliates who are speech-language pathologists; audiologists; and speech, language, and hearing scientists. ASHA is recognized nationally as an organization that maintains high standards of ethical conduct and professionalism, produces quality journals and continuing education programs, monitors and participates in the development and implementation of health care reform proposals and programs at the federal and state levels, and offers its members benefits and services that cannot be obtained elsewhere. Members of the Association must abide by ASHA's Code of Ethics.

**Membership with certification**

An individual who wishes to provide or supervise clinical services and resides in the United States or its territories must apply for this category of membership. To be eligible for this membership category the individual must have successfully completed all requirements for the Certificates of Clinical Competence in speech-language pathology (CCC-SLP). The requirements include holding a graduate degree.

Applicants for this category of membership typically are granted membership in ASHA while they are in the certification process. Until the CCC-SLP is awarded, the applicant may not provide clinical services except under the supervision of an individual who holds the CCC-SLP. While in the certification process a candidate for certification must pay the annual dues and the annual certification-in-process fee.

As a member who has been awarded the CCC-SLP, an individual may provide independent clinical services and supervise students involved in clinical practicum, clinical fellows, and support personnel. Maintaining certification status and enjoying the benefits of membership are contingent upon the timely payment of annual dues and fees and, beginning January 1, 2005, mandatory participation in continuing professional development activities.

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http://www.asha.org/certification/SLPCertification.htm

actioncenter@asha.org
The Golden Rule (http://goldenrule.sdes.ucf.edu/) is a compilation of various policies and procedures from different UCF departments and was specifically created to provide the answers to many of your questions regarding University rules and regulations. This publication attempts to define your rights and responsibilities and give you a better understanding of your role as a member of the UCF community.

Department of Communication Sciences and Disorders
The Department of Communication Sciences and Disorders prepares students as professionals who are qualified to serve as practitioners in a variety of clinical, research, and academic settings. If you believe the department or its faculty/staff have been negligent in fulfilling responsibilities regarding instruction, research, or professional standards, you have the right to file a complaint with the department, the University, and/or the accrediting body – the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The following outlines the appropriate complaint procedure.

For academic complaints, it is advisable for students to begin the complaint process with the particular instructor involved. If, after discussing the concern with the instructor, you believe that the issue has not been resolved satisfactorily, you may meet with the Master’s Program Coordinator to seek additional assistance. The Master’s Program Coordinator will guide you through the next steps. The issue may be resolved at this level via mediation by the Master’s Program Coordinator, or it may be necessary to seek assistance from the Department Chair or to pursue resolution through a formal grievance or appeals procedure.

For clinical complaints, begin the process by discussing your concerns with the clinical faculty member involved. If resolution of the concern is not achieved through this discussion, then you may pursue assistance with resolution by meeting with the Chair of the Board of Clinical Educators. Should resolution not be obtained through discussion with the Chair of the Board, you may seek assistance from the Department Chair and finally, if necessary, proceed through formal university grievance or appeals procedures found on the UCF website.

College of Health and Public Affairs (COHPA)
For complaints that are not resolved to the student’s satisfaction by the Chair, students may proceed to the appropriate associate dean in COHPA for a hearing and resolution by an administrator or for a hearing by a panel of faculty and students.

University Academic Grievance Procedure
UCF College of Graduate Studies allows for petitions of university requirements and their academic matters. Academic matters are those involving instruction, research, or decisions involving instruction or affecting academic freedom. The academic grievance procedure is designed to provide a fair means of dealing with graduate student complaints regarding a specific action or decision by a faculty member, program or college, including termination from an academic program. Procedures for initiating an academic grievance can be found in The Golden Rule. Academic misconduct complaints associated with sponsored research will invoke procedures outlined by the Office of Research and Commercialization.

ASHA Complaint Procedure
Complaints about programs must: (a) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (b) include verification. If the complaint is from a student or faculty/instructional staff member, the complainant must have exhausted all institutional grievance and review mechanisms before submitting a complaint to the Council on Academic Accreditation (CAA).

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or fax. Please visit the ASHA website at www.asha.org for more information.
Student Resources

Department of Communication Sciences and Disorders
Phone: 407.823.4798; HPA 2, Bldg. #90, Suite 101
http://www.cohpa.ucf.edu/csd/

Career Services and Experiential Learning (CSEL)
Phone: 407.823.2361; Career Services and Experiential Learning 101
http://career.ucf.edu/

Multicultural Academic and Support Services (MASS)
Phone: 407.823.2716; Student Union 154
http://mass.sdes.ucf.edu/

UCF Global
Phone: 407.823.2337; 4356 Scorpios Street
http://www.intl.ucf.edu/

Student Accessibility Services
Phone: 407.823.2371; Ferrell Commons 185
http://sas.sdes.ucf.edu/

Student Financial Assistance
Phone: 407.823.2827; Millican Hall 107
http://finaid.ucf.edu/

COHPA Office of Graduate Services
Phone: 407.823.4025; HPA 1, Suite 221
https://www.cohpa.ucf.edu/graduate/

UCF NSSLHA

Speech Science Lab
The department has a Speech Science Lab available for student use. Use of the Lab is reserved for class assignments and student research. The lab is not intended for basic word processing or internet access. Open use of the Lab is scheduled only when academic courses are not being held. Unless otherwise coordinated with a faculty member, the Lab is open during business hours only, Monday through Friday, 8 AM to 5 PM.

Lending Library
The department maintains a small lending library composed of journals and books in the field. Students may access the library by visiting the department and requesting a catalog of materials on file. These items may be checked out for a maximum of two weeks. In order to check out materials, students must show their UCF ID.

Communication Disorders Clinic
Phone: 407.882.0468; 3280 Progress Drive, Suite 500
http://www.cohpa.ucf.edu/clinic/

Counseling Center
Phone: 407.823.2811; Counseling Center 101
http://caps.sdes.ucf.edu/

Center for Multicultural Multilingual Studies
Phone: 407.823.5313; 12701 Scholarship Drive, Bldg. 81, #102
http://www.cmms.ucf.edu/

UCF CARES
Phone: 407.823.5607; Ferrell Commons 142
http://cares.sdes.ucf.edu/

Student Health Services
Phone: 407.823.2701; Health Center 101
https://shs.sdes.ucf.edu/

Victim Services
Phone: 407.823.1200;
http://victimservices.ucf.edu/

UCF College of Graduate Studies
Phone: 407.823.2766; Millican Hall, Suite 230
http://www.graduate.ucf.edu/

National NSSLHA
http://www.asha.org/nsslha/

Master’s Program Coordinator
Linda I. Rosa-Lugo, Ed.D., CCC-SLP
Email: lrosalu@gmail.com

Graduate Program Advisor
Calandra Jackson
Email: calandra.jackson@ucf.edu