



**Department of Communications Sciences and Disorders**

**Speech Language Pathology**

**Clinical Policies and Procedures**

**Suncoast Distance Master's Program**

**Fall Semester 2019  
Through  
Summer Semester 2020**

**Revised 08/20/19**

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# GUIDE TO CLINICAL PRACTICUM – Speech-Language Pathology Suncoast

## I. INTRODUCTION

The speech-language pathology practicum assignments are an essential educational component of the graduate program. This portion of the [Student Handbook](#) is designed to acquaint Suncoast students with policies and procedures Specific to the practica and externship of the Suncoast Distance Program. It will serve as a reference throughout the clinical experience

### A. Non-Discriminatory Policy

Individuals must not discriminate in the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for and potential benefit from services such as: race, sex, age, religion, national origin, sexual orientation, or handicapping condition.

### B. Confidentiality

Students collecting clinical hours in the school district are required to follow the school district's Federal Education Right to Privacy Act (FERPA) guidelines regarding confidentiality. They are also required to follow departmental policies and [Health Insurance Portability and Accountability Act \(HIPAA\) of 1996 policies](#) regarding confidentiality. The requirements of HIPAA apply to the use, storage and/or electronic transmission of patient related information, and are intended to ensure patient confidentiality for all health care related information.

In general, the rules state that any health care provider or insurance entity that maintains or transmits individually identifiable health information, referred to as "protected information," about a client/patient is deemed a "covered entity" and is subject to HIPAA. An entity or device which collects, stores, or transmits data electronically, orally, in writing or through any form of communication, including fax, is covered under the HIPAA privacy rule, along with the information itself.

During the Practicum Prep course (Fall First Year) students must read the Suncoast Clinical Handbook and make a passing grade on the handbook quiz before obtaining clinical clock hours in Practicum. Follow all instructions and deadlines designated by the Clinic Director and Clinical Instructors (supervisors) assigned to your Practicum.

### C. Sensitive Material

**All reports generated as part of the practicum experience will contain no confidential information that could identify the student, including correct name, address, etc.**

Sensitive information will include but will not be limited to **information that could be considered social in nature with an attached social stigma, to include:**

- Family history of mental illness, substance abuse, suicide or suicidal intent.
- Marital discord or marital problems.

- Information about the behavior or personality of another family member not provided by that person (e.g., a mother describing her ex-husband as violent or abusive).

This information should be included in a report only if its inclusion is relevant to the diagnosis. For example, if a child is being evaluated for a communication problem, family history of speech problems, hearing problems, learning disabilities, and mental handicapping conditions are important in making the diagnosis of a communication disorder. The source of this information must always be specified (e.g., According to the mother...). Chatty details and subjective, value-laden interpretations are to be avoided.

Financial information should almost always be excluded from a report unless it is directly relevant to the diagnosis (e.g., financial problems causing the parents to be unable to obtain medical care or a child's reaction to severe financial problems causing a communication disorder).

#### **D. Videotaping/DVD Recording Clients/Patients**

During the semester, each student or team will be required to record and document sessions. The clinical supervisor and the student clinician will identify the method of recording/documenting to be utilized. The clinician must review the client's file to assure that the release form has been read and signed by the client or caregiver. Typical sessions recorded/documentated include, but are not limited to: evaluations, initial measures for treatment, therapy sessions, therapeutic procedures, final measures and client conferences during each semester in a clinical assignment. If the method of recording includes the use of DVDs or audio recordings, the clinician may be required to provide the DVDs and audio recordings to be used during recording. **Under no circumstances will a student clinician retain recorded documentation or review recorded documentation with anyone other than the supervisor or individual(s) approved by the supervisor.** This also applies to audio recording.

**Any recordings/DVDs are not to be removed from the school site without consent of the site instructor and USF instructor and should be stored in a secure location. All recordings/DVDs must be given to the site supervisor at the end of the semester or following an evaluation.**

#### **E. Managing Drafts of Reports and Working File Documentation**

All drafts of reports in progress and all documentation stored in the working file must not include identifying information. A code will be developed in consultation with the supervisor and will be recorded on any documentation which is transmitted, stored via any source outside of the Department and stored in the working file. At the end of the semester, the clinician will work with the supervisor and Clinical Program Assistant to finalize documentation and add identifying information prior to filing final reports and mailing documentation.

## **II. PREREQUISITES FOR PRACTICUM ENROLLMENT**

### **A. Speech-Hearing Screening**

Each student in the Department must have a speech and hearing proficiency check **prior to enrollment in practicum**. This screening must be completed during the first semester of enrollment as a graduate student (typically completed during orientation). Any students who fail the speech or hearing screening will have to have their site mentor conduct a second screening during the first semester of your graduate program and results should be emailed or mailed to Dr. Carolyn Ford, Suncoast Director during that first semester. If any area is identified as needing intervention, resources and recommendations will be provided. Please see **Addendum A**.

### **B. Level 2 (live scan) Background Check, Observation Hours, HIV Course Certification, HIPAA Training, and BLS (CPR) Certification Requirements**

**Students will need to complete a Level II (live scan) Background Check during their first semester of the graduate program while enrolled in Practicum Prep. Also, all CPR/BLS certification must be current before beginning Lakeland Regional Hospital Campus Practicum. During Practicum II, you will receive additional information regarding requirements and documentation needed prior to Practicum III on Lakeland Regional Hospital Campus.**

#### **i. Background Check**

Because clinicians work with vulnerable populations, all students must complete a Level 2 background check following the instructions provided by the Department for completion and documentation. Please see **Addendum B**. Students should be aware that additional background checks, immunizations, certifications/training and other site requirements will be necessary for some externship placements and Practicum III at Lakeland Regional Hospital. These requirements will be posted on Canvas during your Practicum II course. These requirements are set by the externship sites and compliance is mandatory. Expenses related to completing site requirements are the responsibility of the students.

When applying for off-campus externships, a professional license and/or teaching certificate, clinicians are often asked to disclose information about any existing criminal records. Medical settings, school districts and health care boards have the right to know about any arrests, pleas of nolo contendere, adjudications withheld, or convictions that applicants may have sustained. When applying for professional licensure and certificates after graduation, applicants will be required to supply this information to the health care board when applying for a professional license, and to the Florida Department of Education when applying for a certificate. Students are responsible for any costs associated with the background check process.

The Department of Communication Sciences & Disorders cannot guarantee a placement for externships or eligibility for professional licenses and certificates following graduation. Students may contact the Florida Department of Health, Board of Speech-Language Pathology and Audiology and the Education Standards Commission of the Florida Department of Education for additional information. In addition, the Department of Communication Sciences & Disorders

cannot guarantee that the states with which Florida has reciprocity will issue a professional license or teaching certificate. Students are advised to contact the district(s) and state(s) in which they wish to seek future employment as a speech-language pathologist to investigate their respective personnel hiring procedures.

## **ii. Observation Hours**

All students should have documentation of a minimum of 25 hours of observation **experience upon entering the program and no later than the end of the first semester (Fall Semester).**

Documentation of the completion of these hours must be submitted to Dr. Carolyn Ford, the Suncoast Master's Program Director. Documentation must be in the form of an observation log or letter, on letter head, from the program confirming the observation hours. Documentation must be an original, not a photo copy, with the name and ASHA number of the person who certified the hours.

If the observation hours have not been completed prior to entering the graduate program, students are responsible for completing the hours by the end of the first semester of the program of study. If the student requires additional observation hours, they may contact the Suncoast Program Director and be given an alternative option to use the Master Clinician Network (<http://www.masterclinician.org>). **Students are responsible for all costs associated with subscription to this site.**

See **Addendum C** for a log to record observation hours. Instructions for completing observation logs can be found in **Addendum D**. **At least the minimum of 25 hours of observation must be completed by the end of the first semester of the program of study.**

## **iii. HIPAA Training**

All Suncoast graduate students enrolled in the program are required to have completed and to maintain a current HIPAA training certification which is provided through an online training. Go to: <https://www.csudh.edu/son/info/hipaa-precautions/>, click and read "Health Insurance Portability and Accountability (HIPAA) Education (PDF). Click and take "HIPAA Test".

## **iv. Basic Life Support (BLS), HIV and Bloodborne Pathogens**

In addition, all students must have documentation of a training course (4 hours minimum) in basic life support (BLS) for infants, children, and adults, and a course related to HIV and Bloodborne Pathogens. The 1-hour course can be found at: <http://consultantsforthefuture.com/>. The Department will provide students with approved sources for completing these requirements. The BLS certification must be current during the summer of the second year (Lakeland Regional Rotation) and during summer of the third year (Externship placement). Students are highly encouraged to maintain their BLS certification throughout the duration of the program. Students are responsible for any costs associated with these certifications.

## **C. Documentation of Clinic Requirements**

The Department will refer students to a specified, professional document storage company to manage and electronically store all pre-clinic documentation and certifications including, but not

limited to: BLS certification, immunizations, professional liability insurance, etc. Students will work with the identified company throughout the program of study to manage essential documentation. This company will provide a centralized storage mechanism for critical professional documents and will provide ease of access when needed. Students are responsible for updating and maintaining documentation which is required for participation in practica, Lakeland Regional, and in externship placement. Students are also responsible for any associated costs.

Upon entering and beginning the program, the Practicum Prep instructor will create an account for you in Typhon. You will be notified via email to confirm activation of that account. Please do so in a prompt manner (within 24 hours) as the link will expire 24 hours after the notification.

### III. CLINICAL CONDUCT

#### A. Code of Ethics

Students in Speech-Language Pathology are regarded as professionals and are expected to adhere to the ASHA Code of Ethics (<http://www.asha.org/Code-of-Ethics/>). During their first semester, students will be required to sign a statement confirming their knowledge of the Code and their agreement to adhere to the Code

#### B. Professionalism

Students are required to conduct themselves in a professional manner reflected in demeanor, dress, verbal exchanges, and compliance with all policies and procedures associated with school district in which they work. Student clinicians should remember they are practicing under the licenses of the speech-language pathology supervisors and clinical supervisors. That relationship may result in supervisors being particularly exacting in their requirements for completion of documentation and performance of clinical duties.

#### C. Attendance

Attendance is mandatory at each clinical assignment for which student clinicians are scheduled. Students are assigned to these time slots for the entire semester. On occasion, the student clinician may be asked to perform clinical activities during an unassigned time slot (which would not interfere with other assigned duties the student may already have); this would occur in cases in which the student needs further experiences.

If for any reason you cannot attend a session(s) due to illness, emergency, or other extenuating circumstances, notify your supervisor(s) and your school as soon as possible. **Written verification** of the reason for the absence may be requested. **Absences are not excused unless they are specifically acknowledged by the respective supervisor on a case-by-case basis. In the case of an illness that prevents attendance for clinical assignments, a note from your physician must be submitted to your supervisor(s).** Discuss missed assigned clinic sessions with your

respective supervisor(s); the make-up of missed sessions is at the discretion of your supervisor. Refer to the syllabus for procedures specifically designed for each practicum.

#### **D. Dress Code**

As students are working in a professional educational setting, they are expected to behave professionally and to dress professionally, following guidelines set forth by their school district.

If students are ever on the second floor of the Tampa Campus where the Speech and Language Clinic is located, you are required to wear approved attire during participation in any clinical activities in the clinic and at off-campus assignments.

When on clinic floors (1<sup>st</sup> and 2<sup>nd</sup> floors) of the Tampa campus, students must dress appropriately during clinic hours as this is a professional environment and attire during clinical hours should reflect professionalism. Questions regarding dress should be directed to the clinical supervisor.

Scrubs and student badges are mandatory for students in the clinical program. Students are responsible for any costs associated with compliance with the dress code. Students must wear the approved scrub tops AND bottoms. Supervisors will indicate if there are practicum activities when scrubs will not be worn. The following guidelines must be followed.

#### **Mandatory Scrubs for Lakeland Regional Hospital Campus (Practicum III and Externship)**

**The approved vendor for scrubs is:**

Discount Uniform Mall

1345 E Fletcher Avenue

Tampa, FL 33612

[813-631-7722](tel:813-631-7722)

**Colors:** Hunter and Khaki

The products approved for clinic are the **Cherokee and/or Grey's Anatomy Brand**. The approved tops will have a USF Speech Language Pathology logo on them. Colors may be mixed and matched.

#### **Female:**

Tops: **Cherokee** 4770, WW620, WW610, 4728, 4727; **Grey's Anatomy** 4153

Pants: **Cherokee** 4200, 4101, WW120, WW110, 4500, 24703; **Grey's Anatomy** 4232, 4245

#### **Male:**

Tops: **Cherokee** 4777, 4876, WW670, WW690, 4743, 4725

Pants: **Cherokee** 4000, WW104, 4043

**Additional Information regarding dress code for students in Tampa campus practicum may be found in the Clinical Handbook for Tampa Campus students.**

## E. Cell Phones, Smart Phones and Beepers

Cell phones and beepers may be used as timing devices to track time during the sessions, but may NOT be used for texting, photos/videos or phone calls when completing a clinical assignment. The only exception is when the approved treatment plan for the client specifies therapeutic use of phones and/or beepers. Student clinicians are not to make or take personal phone calls or text messages during treatment sessions.

## F. Liability Insurance

**Code of Ethics:** Professional liability coverage for students in the amounts of one million dollars per occurrence and three million dollars aggregate is required throughout the program of study. The preferred vendor is HPSO and information for purchase is available from [hpsso.com](http://hpsso.com). Students are responsible for all associated costs. The insurance covers malpractice, designated damages and injury to client/patients for which the student clinician may be liable. Many externship sites will also require professional liability insurance. Liability Insurance is still required before beginning the Lakeland Regional Practicum (Summer of second year) even if externship sites do not require the student to purchase liability insurance.

Students in Speech-Language Pathology and Audiology are regarded as professionals and are expected to adhere to the ASHA Code of Ethics

(<http://www.asha.org/about/ethics/>). During their first semester students will be required to sign a statement confirming their knowledge of the Code and their agreement to adhere to the Code.

# IV. EVALUATION OF STUDENTS AND PRACTICUM EXPERIENCES

## A. Grades

Grades for clinical assignments are based upon weekly performance in the completion of the assignment and demonstration of minimal or better competence on the ASHA KASA standards. Opportunities for intervention may be provided if needed during the semester if competence is not demonstrated by midterm. The evaluation of students incorporates the numeric grade and the successful demonstration of KASA competencies when assigning a final letter grade. **Students must meet KASA competencies to earn a passing grade. Regardless of the numeric grade, if a student has not demonstrated at least minimal competence for the targeted KASA standards (including a period of intervention or a decline in performance after the midterm evaluation), a grade of C or lower will be assigned as the final grade.** Grades of C or lower will require that the practicum be repeated, and could result in academic probation or dismissal from the program (see the 2 C rule, section E).

Any grade less than a B- is considered unsuccessful completion of the practicum and demonstration of lack of clinical competence, therefore clock hours will not be awarded. Students who earn a C+ or lower must repeat the practicum. Upon successful completion, some clock hours from the initial experience may be awarded at the discretion of the supervisor in consultation with the Suncoast Director. Failure to complete a practicum successfully will likely result in a delay in further practicum

assignments. The student must meet with the Suncoast Program Director to reschedule all remaining practica. Grades are typically not rounded up. See the syllabus for specific information about the grading scale for each practicum.

## **B. Incompletes**

A grade of incomplete can only be assigned if the criteria established by USF have been met. An incomplete in a practicum must be resolved to the satisfaction of the clinical instructor(s) on site and the USF clinical instructor assigned to the practicum or the student may not be eligible for subsequent practica. A contract following the terms designated by the University and outlining the time-frame and terms of completion of a grade of “Incomplete” must be developed by the supervisor and student, in consultation with the Suncoast Program Director. The contract must follow the guidelines established by USF. Clock hours will not be awarded until successful completion of the practicum assignment according to the terms of the contract.

## **C. Evaluations**

Students are evaluated by both their on-site public school supervisor and the USF instructor assigned to the practicum. Students will receive oral feedback and written feedback from both instructors during the semester following on-site and/or online observations of performance. This feedback in addition to the students’ clinical discussions and interactions with the supervisors, will be used to evaluate performance. Students receive a midterm and final evaluation in all clinical practica. Student success is a priority for the program, so students’ performance may be evaluated and discussed by the on-site public school supervisor, the USF instructor assigned to the field supervision, and the Suncoast Program Director to facilitate the learning experience and to provide feedback, constructive suggestions, and additional support. The evaluation will be completed on the SLP Clinical Grading Form. See **Addendum E**. A detailed explanation of each category is included on the SLP Clinical Grading Form.

## **D. Clinical Intervention Program Suncoast**

**Purpose:** To provide extra clinical supervisory support to those students identified by their on-site public-school supervisors as needing extra assistance.

**Criteria for initiating a CIP:** include the following, but may not be limited to:

A score less than 3.1 (below a grade of B-) in any of the 5 skill areas assessed

(INTERACTION AND PERSONAL QUALITIES, ADMINISTRATIVE/WRITING FUNCTIONS, EVALUATION, INTERVENTION, ETHICAL CONDUCT/CLINICAL PROBLEM- SOLVING).

**Procedures:** Initial identification of an at-risk student should occur and be officially documented by midterm evaluation week.

The on-site public-school supervisor/mentor of the student who requires the CIP will contact the USF site supervisor (Ms. Hite) by midterm evaluation time to discuss student progress and initiate procedures for a CIP, if needed.

- The clinician will be notified in writing, via the Clinical Intervention Form (CIF) by the on-site public-school supervisor and USF site supervisor. The CIF indicates the primary clinical areas (Interaction and Personal Qualities, Administrative/Written Documentation, Evaluation, Intervention, and/or Ethical Conduct/Problem Solving) noted on the SLP Grading Form at midterm, in which the student is not succeeding and requires additional support and that a Clinical Intervention Plan is necessary. The clinician and supervisors are required to sign and date the CIF.
- The date indicated on the CIF becomes the official **start date** for any CIP.
- A copy of the CIF will be forwarded to the USF Clinic Director (Teresa Anthony) and the Suncoast Program Director. The USF Clinic Director will determine, at her discretion, whether to attend the Clinical Intervention Plan (CIP) Conference to establish the criteria for successful completion. The CIP Supervisors and/or the student may also ask the Suncoast Program Director to attend the meeting.
- An individualized Clinical Intervention Plan (CIP) Conference will be scheduled to establish the CIP criteria. The criteria for a CIP must include the following, but may not be limited to:
  - Specific skill areas targeted for intervention, e.g., Dx or Tx.
  - Documented specific competencies to be developed within each skill area.
  - Cooperative development of specifically targeted competencies.
- Documentation of whether or not the criteria for each competency was met, utilizing the CIP coding system (see CIP legend) by the CIP Supervisor (**See Addendum F**).

**Criteria for Completion of a CIP:** Completed criteria must reflect a + (met criterion) each competency goal and competency rating of greater than or equal to 3.1 (B-) in each of the applicable areas. Any student failing to meet this criterion may:

- Receive a grade of "C" or lower in the designated practicum.
- Be required to repeat the designated practicum.
- Be counseled by the CIP Supervisors, Center Director, and/or the appropriate Suncoast Director, regarding future options.

## **E. Failing Student Policy**

**If a student earns a "C" or less in a practicum...**

**Required interim intervention.**

- Intervention will be offered as a practicum section (1 credit hour) and should be taken during a semester prior to externship or off campus practicum.
- The student may be allowed to take the next scheduled practicum if deemed appropriate by the Suncoast Program Director.

- If intervention is not completed successfully, then this will be considered the student's 2<sup>nd</sup> "C" and the student will be dismissed from the program. Under no circumstance should a practicum be split into two semesters.
- ASHA clock hours should **normally** be awarded ONLY for the semester in which the student completes the practicum with a passing grade successfully passes the CIP.
- Areas that are not passed with a "B-" or better would not be considered areas of competence.

## V. DOCUMENTATION OF CLINICAL EXPERIENCES

### A. Student Information Sheet

Prior to beginning any clinical practicum, students must have a current Student Information Sheet on file with the Suncoast Program Director. If there are any changes in school placement or on-site public-school supervisor assignment students are required to complete and submit a new Student Information Sheet (**Addendum G**)

### B. Documentation of Clock Hours

1. Emphasis should be upon obtaining minimal knowledge and skills (KASA) standards across the age span (Preschool, School-Age, Adult, and Geriatric) and across the nine ASHA areas, including language, articulation, fluency, swallowing, modalities, hearing (aural rehabilitation), social, and voice. There is no minimum number of hours in each of the areas, but students should work with the supervisors to schedule therapy so that they obtain hours in as many areas as possible during each practicum. Students may receive credit for any intervention sessions that are supervised 25% of the time and for any diagnostic sessions that are supervised 50% of the time.
2. Students should document clock hours obtained in each practicum by tabulating the information on their Weekly Log Sheets (**Addendum H**) and summarizing the minutes by age group and by diagnostic versus intervention hours on the ASHA minutes sheet (**Addendum I**). Report clock in exact minutes. Do not round up or down when calculating the minutes. There can be no whiteouts or mark-throughs on the ASHA minute sheets. Be sure the on-site public-school supervisor **prints and signs** his/her name, and provides an ASHA number so that there are two originals. Students are responsible for recording their clinical hours in the CSD data base (Typhon). Instructions, which were provided during orientation, will be reviewed during Practicum Prep (Fall First Semester). Students are encouraged to keep an original ASHA minute sheet for each semester in a secure place for their own documentation.
3. On-site public-school supervisors must sign the weekly log sheets indicating the amount of supervised time. The information on the log sheets should be summarized on an ASHA minute sheet at the final conference. Two originals must be signed by the supervisor.

4. One original with original signatures plus a copy of all daily/weekly log sheets are to be mailed to the USF Clinical Instructor assigned to the practicum at the end of the semester to be documented electronically and then placed in the students' permanent file.
5. Students are to retain a copy of these forms for their own files. Students must obtain a minimum of 350 clock hours (including the 25 observation hours) prior to being placed at an externship site during summer term. It is the sole responsibility of the student to obtain the required documentation of clinical hours and supervision.
6. USF must also have copies of proof of the supervisor's ASHA verification on file. Verification can be obtained at: <https://www.asha.org/eweb/ashadynamicpage.aspx?webcode=ccchome> . This documentation must be complete and in the student's USF permanent file in order to complete the degree and graduate.

## **B. State Licensure Requirements**

Due to the current difference in documentation required by state licensure boards and ASHA, the Department continues to document both clock hours and minimal knowledge and skills (KASA) competencies demonstrated in clinical experiences. Clock hours include direct client/patient contact and will also include related experiences which may not be direct client/patient contact. Students are responsible for identifying the specific licensure requirements of the state or states in which they seek employment after completion of program requirements.

## **VI. CLINICAL SUPERVISION**

The minimum percent of direct supervision required by USF CSD is 25% for treatment and 50% for diagnostics. The level of supervision is commensurate with the student's abilities and experience. The supervisor will adjust the level needed as the semester progresses for each practicum. Supervisors and students are jointly responsible for compliance with this requirement.

On-site public-school supervisors use a variety of observation summaries/checklists to provide feedback on clinical sessions. Please check with individual supervisors to review comments and suggestions. Timely implementation of supervisory feedback is critical to the student's professional growth and development.

## **VII. ASHA/USF CLINICAL REQUIREMENTS FOR SLP**

Up to 50 clock hours at the undergraduate level **may be** applied toward the minimum of 400 clock hours required by ASHA. A minimum of 375 clock hours in the major area must be in direct client/patient contact and 25 hours in clinical observation. The number of hours accepted by the Department will be determined by the Suncoast Program Director. The Suncoast Master's Program students should request a review of undergraduate hours with the Program Director. For students who have no previous clinical clock hours, the following practicums will be required:

## A. Practicum Assignments in Speech-Language Pathology

| <u>Suncoast Master's Program</u> | <u>Credit Hours</u> | <u>Minimum Clock Hours towards<br/>Minimum of 375</u> |
|----------------------------------|---------------------|---|
| Practicum Prep                   | 1                   | 0   |
| Practicum I                      | 3                   | 70  |
| Practicum II                     | 3                   | 70  |
| Practicum III (at LRH)           | 5                   | 40  |
| Practicum IV                     | 3                   | 70  |
| Practicum V                      | 3                   | 70  |
| Externship I                     | 6                   | 60  |

## B. Assignments

Assignments for each practicum will include the following:

| <u>Practicum</u>       | <u>Assignment</u> | <u>Minimum Clock Hours/ Week</u> |
|------------------------|-------------------|----------------------------------|
| Practicum I            | School Site       | 5                                |
| Practicum II           | School Site       | 5                                |
| Practicum III (at LRH) | Adult & Geriatric | 7                                |
| Practicum IV           | School Site       | 5                                |
| Practicum V            | School Site       | 5                                |
| Externship I           | Adult Site        | 24 hrs/week for 6 weeks*         |

\*Minimum of 24 hrs/week with a range of 24-40 hrs/week

## C. Practicum III on-site at Lakeland Regional Hospital, Lakeland, Florida.

Students will be required to complete one clinical practicum at Lakeland Regional Hospital in Lakeland, Florida, during the second summer of their program of studies. Students will have to be on site one to two days a week for a six-week period and make arrangements for housing during that time. Students will also be required to schedule an exit meeting with their supervisor(s) after completion of the practicum. This clinical practicum will provide students the opportunity to complete a minimum of 40 clock hours working with adults with communication disorders. It will allow the Lakeland Regional supervisors to determine if students have met the minimal competencies for working with this population prior to completing their last practicum at an externship site outside of the school system. See **Addendums J-M** for mandatory prerequisites for Lakeland placement.

**Procedures for each practicum are subject to change for a variety of reasons including availability and presenting diagnoses of clients. Please refer to the most current syllabus for each practicum to ensure that procedures are being followed.**

## D. Practicum Meetings

Practicum meetings may be held via the specific practicum located on Canvas through technologies, such as Soft Chalk, Articulate Presenter, and/or Camtasia, which provide students with video and audio

lectures on various topics relative to the practicum. They may also be held in Canvas', Blackboard Collaborate Ultra which is a virtual classroom.

#### **INSTRUCTIONS FOR ACCESSING VIRTUAL CLASSROOM:**

1. Log into Canvas and enter the practicum course.
2. Click on the link called Communication.
3. Click on the link called Blackboard Ultra Collaborate!
4. Click on the link for the available session.
5. Students must have a set of earphones, with a microphone and speaker to participate in the virtual classroom.

Students must have regular access to a *reliable* Internet connection, one that is capable of uploading and downloading documents without timing out or crashing their computer. Students will need a USF NetID for access to Canvas.

#### **Canvas Resources:**

The following resources show you how to use the features in Canvas. You will find information about how to navigate your course, submit your assignments, access the course content, work in groups, and more.

Click on any of the following links to access the resources:

[Canvas Student Quickstart Guide: \(Links to an external site.\)](#) This guide provides information on how to start, customize, and participate in your course.

[Canvas Student Video Guide: \(Links to an external site.\)](#) These videos provide detailed overviews of topics within a course.

[Canvas Student Guide: \(Links to an external site.\)](#) This guide provides short instructions on specific topics within Canvas.

#### **Technical Requirements:**

Check out [this page \(Links to an external site.\)](#) for specific hardware requirements to access this course

Please see the syllabus for each course for specific dates/times. Attendance at the practicum meetings is mandatory. Meetings consist of discussions about clients, sharing therapy ideas, getting help for problems encountered in therapy, literature reviews, and announcements. A client presentation also may be required during the term. Externship practicum meetings are variable. Technology and equipment requirements are listed in detail on each practicum syllabus.

#### **E. Student Learning Outcomes for Clinical Practica**

##### KASA knowledge and skills areas (2014 & 2016 Revisions):

The student will demonstrate at least minimal competence in KASA knowledge and skill areas (2014 Standards IV E, H; V A, B, C, D, E, F). The student will complete the minimum requirement of 400 clock

hours of supervised clinical experience in the practice of speech-language pathology including 25 hours in clinical observation and 375 hours in direct client/patient contact by the end of the program of study (Standard V-C).

**Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client/patient hours:** Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included in the total time earned; however, pre-briefing and de-briefing should occur as part of the clinical learning experience.

## **VII. Intervention Procedures**

### **A. Baseline Measures**

Initial testing and completion of baseline measures for one student each practicum (excluding Practicum III and ext) is required. A final report is then written and submitted to the USF supervisor for approval. Any variations in the schedule will be announced by the supervisor. **Report writing and necessary revisions are time consuming; therefore, be prepared to set aside sufficient time to complete, make required changes and receive approval for the report.**

### **B. Treatment Plans**

A copy of the treatment plan outline to be used will be posted on Canvas. Students are responsible for writing one treatment plan per semester. The plan will typically be written for an individual or group of students to be observed on the site visit.

### **C. Report Writing**

A **Final Report** is completed by the end of each semester. It summarizes the work with each client as well as final measures taken. The supervisor will provide an outline for the report. Clinicians submit a rough draft, via email, of the report (**all rough drafts are to be double-spaced**) on which the supervisor writes comments for revisions.

## **VIII. EXTERNSHIP PROCEDURES**

### **A. Application Process**

During Practicum III (on campus), students must attend the **required** orientation meeting to obtain an application packet for externships from the Externship Coordinator or the Virtual Meeting during the Fall of Practicum IV via Blackboard Collaborate. Meeting date, time and location will be coordinated with clinic schedule and will be announced. **In order to be eligible for an externship, the student must**

**attend the meeting, must be in good academic standing (must not have an active CIP or must have successfully exited the CIP before the end of the semester; must not be on academic probation), and must have successfully completed or be in the process of completing all school-based or in-house practica.** Procedures for selecting and scheduling a placement will be explained in detail at the meeting.

## **B. Completing the Application**

1. Complete the application included in the packet by listing all courses and practica completed, the term taken, grade achieved, or term course will be taken.
2. Update the clock hours on Typhon at the end of each semester.
3. Upload a copy of liability insurance, immunizations, HIPAA, HIV, and a copy of BLS (CPR) card (documenting that certification will be current throughout the placement).
4. List at least 3-5 preferred sites from the sites with current Affiliation Agreement listed on the SLP Externship Site List posted on Canvas. A current Affiliation Agreement must be completed and on file in order for a student to initiate the externship experience.

## **C. Selecting Sites**

Students interview with externship sites and offers are made by the sites for placements. Placements must be approved by the Externship Coordinator and SLP Program Director. Externship I must be completed at a facility which offers experience with adult/geriatric populations and in the disorder area of swallowing. Prior to completing the application, students should review the KASA standards, clinical experience already completed across the life span and the nine disorder areas, and the total clock hours already completed. Sites must be selected that will provide experience to enhance the student's education, meet the requirements for graduation and fulfill the requirements for completion of KASA standards. Review the site list for current information about available sites and specific requirements of each site. Sites with current Memorandum of Agreement are listed. The site list is available on Canvas under "My Organizations." Additional sites may be considered however, Memorandum of Agreement must be completed before the site can be approved for externship (see the Externship Coordinator for additional information concerning procedures to establish a Memorandum of Agreement).

Applicants may choose up to two sites for interviews. Check the ring binders in the Student Room (PCD 2031) for additional information about sites; also site reviews are posted on Canvas. Previous externship students have completed reports and evaluations which summarize placements at sites each semester. These reports provide information about the physical facility, staff, client/patient population(s), supervision, responsibilities of the student clinician, unique features of the site and additional requirements. **Students must not contact externship sites unless directed to do so by the Externship Coordinator (Amy Davis; [adavis23@usf.edu](mailto:adavis23@usf.edu)).**

## D. Completing the Placement Process

Applications will be due at the beginning of the Spring Semester (before the Summer Semester in which the placement will be completed). When the application is completed and approved by the Externship Coordinator, the application will be returned with a memo stating that it has been approved. Instructions will be provided for proceeding with the interview process. Schedule an interview with each approved site. Take a copy of the application and your portfolio to the interview.

When both student and Externship Supervisor are in agreement regarding the terms of the placement, the Externship Placement Approval Form is completed and signed by the student, the Director of the Speech-Language Pathology Academic Program, the Externship Coordinator, and the Externship Supervisor. The original is placed in the student's permanent file, one copy is given to the student, and the other copy is kept by the Externship Coordinator.

\*It is important to note that externship placements will be determined based on the following: student preferences, previous experiences, needed areas of experience, review of clock hour summary and KASA competencies by the Clinic Director, Clinical Instructors feedback, student performance in clinical practica rotations, and availability of sites. Preferred sites are not guaranteed, and final placement decisions will be made at the discretion of the Externship Coordinator and Suncoast Program Director.

*Background Checks in Externship:* Typically, all sites serving medically fragile and vulnerable clients require fingerprinting and background checks for compliance with state legislation. These are requirements of the site and compliance is not optional. **Students are responsible for any costs associated with compliance with these requirements. The Department of Communication Sciences & Disorders cannot guarantee a placement for externships or eligibility for professional licenses and certificates following graduation.** Students may contact the Florida Department of Health, Board of Speech-Language Pathology and Audiology and the Education Standards Commission of the Florida Department of Education for additional information.

*Other Externship requirements:* Review the site list to identify additional requirements of the site (such as immunizations, professional liability insurance, drug screen, etc.). **Students are responsible for any costs associated with compliance with these requirements.**

*Traineeships:* The Tampa Bay community offers several traineeships in speech-language pathology to graduate students at USF. Timelines for application vary and will be announced by the Externship Coordinator. An application for the traineeship may be obtained from the Externship Coordinator who will explain the procedures. Any student holding a graduate assistantship must submit his/her resignation upon accepting a paid traineeship. It is the policy of the Department that no student may complete a graduate assistantship and a paid traineeship simultaneously.

*State Licensure Requirements (Specific to Florida):* **The Department of Communication Sciences & Disorders cannot guarantee eligibility for professional licenses and certificates following graduation.** Students may contact the Florida Department of Health, Board of Speech-Language Pathology and Audiology and the Education Standards Commission of the Florida Department of Education for additional information. In addition, the Department of Communication Sciences & Disorders cannot guarantee that the states with which Florida has reciprocity will issue a professional license or teaching certificate. **Students are advised to contact the district(s) and state(s) in which they wish to seek**

**future employment as a speech-language pathologist to investigate their respective personnel hiring procedures.**

### **E. Terms of the Placement**

To meet USF and/or ASHA requirements, students are required to complete at least 90 clock hours in the externship. A minimum of 400 clock hours of supervised practicum is required by ASHA: 375 hours (minimum) of direct client/patient contact in the nine disorders areas and across the life span, and 25 hours (minimum) in clinical observation. Of the 375 contact hours, a minimum of 325 hours must be completed at the graduate level. Of the remaining required hours, 50 may have been completed at the undergraduate level and accepted at the discretion of the graduate program. These requirements must be met in order to be certified for graduation and to be eligible for ASHA CCC.

Students are required to be at the externship site a minimum of four hours a week per credit hour (24 hours) for 6 weeks or the equivalent (144 hours at the site, minimum). It is anticipated that 50 – 75% of the time at the site will be in direct client contact. Only direct client contact (Tx and Dx) counts as clock hours. In addition, students complete an alternate mode of meeting/communicating with the Externship Coordinator during the semester of the placement. Depending upon the location of the placement, students may attend the on-campus externship meetings during the term of the placement.

The Placement Approval Form will specify beginning and ending dates, name of externship supervisor, his/her ASHA ID number, days per week, hours per week and contact information for the supervisor. The terms of the agreement cannot be modified unless approved by the student, the Externship Coordinator and the Externship Supervisor. It is the student's responsibility to confirm that the Externship Supervisor has current CCC with ASHA. Instructions for completing this confirmation will be provided by the Externship Coordinator. Only supervisors with current CCC are eligible to supervise students.

### **F. Evaluation of Performance**

There will be a mid-term and final evaluation completed by the Externship Supervisor, discussed with the student and signed by both. A copy of the midterm evaluation must be mailed or faxed to the Externship Coordinator. The completed final evaluation form which documents competence for KASA standards must be submitted to the Externship Coordinator prior to the end of the semester. These evaluations will furnish the majority of data by which the final grade is assigned. However, points will be deducted from the final grade for failure to attend practicum meetings OR complete alternative method of routine communication with Externship Coordinator, and failure to complete the Externship Report and Site Evaluation (see syllabus).

## **IX. ADDENDUMS**

### **A. Graduate Student Screening Form**

Dear Graduate Student,

Today you participated in a speech, language and hearing screening as a new student enrolled in our Masters of Science program. We appreciate your patience with receiving the screening and salute you on your commitment to providing best practices to the clients/patients that you will serve throughout your career.

During the screening you were asked to perform several tasks that serve as a baseline to assist with determining your readiness for clinical practice here in our clinic as well as externally. This screening reflects various requirements from standard V-B of the SLP Certification Standards through ASHA.

Our findings and recommendations are as follows:

Hearing Screening: \_\_\_\_\_Pass \_\_\_\_\_Refer  
[Sometimes conducted by Audiology on a different date]

Speech and Language Screening: \_\_\_\_\_Pass \_\_\_\_\_Refer

Specific area(s) of difficulty include:

\_\_\_\_\_Speech Production

\_\_\_\_\_Fluency of Speech

\_\_\_\_\_Voice

\_\_\_\_\_Pragmatics

A clinical instructor from our program will contact you to further discuss these results and assist you with a plan to explore options for improving in the identified areas. If you have additional concerns, please contact the Clinic Director. Please maintain a copy of this document for your records.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Further Information:

1. All students will receive a Pass/Fail rating for both speech/language and hearing. Documentation of the screening results will be kept in the student's clinical file, which is maintained by the Clinic Director.
2. For those students who fail the speech-language screening, a formal speech-language evaluation will be scheduled. Keep in mind that this evaluation may only focus on an aspect of the students' speech or language (e.g., voice, fluency, articulation, etc.). It will be the student's responsibility to contact the Clinic Director for an appointment within **one week** of the screening.
3. For those students who fail the hearing screening, a formal audiological evaluation will be scheduled. It will be the student's responsibility to contact our Audiology Clinic @ 813-974-8804 for an appointment within one week of the screening.
4. Following the evaluation, it is expected that the student will follow through with all recommendations for treatment and/or referral for further testing. Documentation of the same will be required and kept in the student's clinical file. **Failure to comply by the first semester will result in the student being placed in a remediation plan. As a result, students are not allowed to move forward with the clinical practicum rotations. Please refer to the handbook regarding the remediation guidelines.**

A clinical instructor from our program will contact you to further discuss these results and assist you with a plan to explore options for improving in the identified areas. Please contact the Clinic Director with concerns or questions. Please retain a copy of this form for your records.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

## B. Background Check Directions

### Before Starting:

- A valid email is REQUIRED  
(if you do not have an email account you can establish a free account at Yahoo.com)
- Have your credit card (Visa/MasterCard/American Express/Discover) information ready in order to process payment. Your credit card will be charged **\$75.25** for the service.

### Getting Started:

1. Log onto our website at [www.VerifyStudents.com](http://www.VerifyStudents.com)
2. If this is your first time visiting the site, click on the “Students Start Here” Button and enter the following promotional code when prompted: **USFSPBG**
  - If you have used the VerifyStudents.com service previously, you can log-in to your existing account by clicking on the Login/Report Retrieval button located on the homepage. You will then be prompted to provide your user id and password. If you do not remember your log-in information, click on the “Forgot Login” button.
3. Complete profile & e-sign forms as they appear
4. After completing payment, you will be directed to the DAON fingerprint registration process (see screenshots below for detailed instructions)

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
CLINICAL OBSERVATION RECORD

NAME: \_\_\_\_\_ STUDENT ID #: \_\_\_\_\_

Intended major: \_\_\_\_\_ Speech-Language Pathology \_\_\_\_\_ Audiology \_\_\_\_\_

(Code: **P** = preschool, birth to 5 years; **S** = school age, 5 years to 18 years; **A** = adult, 18 years to 64 years; **G** = geriatric, 65 years +)

[illegible]

Name: \_\_\_\_\_

| Date       | Disorder | Tx | Dx | Hours per Client |   |   |   | Supervisor's Name and ASHA Number | Supervisor's Signature | Observation Site |
|------------|----------|----|----|------------------|---|---|---|-----------------------------------|------------------------|------------------|
|            |          |    |    | P                | S | A | G |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
|            |          |    |    |                  |   |   |   |                                   |                        |                  |
| Subtotals= |          |    |    |                  |   |   |   | Cumulative Total=                 |                        |                  |

**Note: Printed name, signature and ASHA # are required for ALL observations off campus.**

A. Total Preschool Observation Hours = \_\_\_\_\_

B. Total School-age Observation Hours = \_\_\_\_\_

C. Total Adult Observation Hours = \_\_\_\_\_

D. Total Geriatric Observation Hours = \_\_\_\_\_

|                                    |   |  |
|------------------------------------|---|--|
| Cumulative Total Observation Hours | = |  |
| Total Hours in SLP                 | = |  |
| Total Hours in Audiology           | = |  |

APPROVED: \_\_\_\_\_  
Carolyn Ford, Ed.D., CCC-SLP

Date: \_\_\_\_\_

#### **D. Instruction for Completing Clinical Observation Record**

1. Supervisors who have **CCC** may sign (Audiology or Speech-Language Pathology) for the appropriate disorder area.
2. Supervisors in off-campus settings **MUST print and sign** (complete signature, not initials) their name in each area. They also must provide their ASHA number. USF supervisors will initial the log.
  - a. Before observing an off-campus clinician, you need to ensure that his/her CCC is current. Do this by following this link:  
<http://www.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome>
  - b. Enter the supervisor's ASHA number and ensure that the CCC is current.
3. Note that hours are divided between evaluation and treatment, four age groups (SLP & Audiology), and disorder areas (SLP & Audiology).

#### **Observation Categories - SLP**

##### **Four Age Groups**

Preschool - birth through 4 years  
School Age - 5 years through 17 years  
Adult - 18 years through 64 years  
Geriatric - 65 years and older

##### **Nine Disorder Areas – SLP**

**Articulation**

**Fluency**

**Voice and Resonance** - including respiration and phonation

**Language** - phonology, morphology, syntax, semantics, and pragmatics in speaking, listening, reading, writing, and manual modalities

**Hearing** - including the impact on speech and language

**Swallowing** - oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction

**Cognitive Aspects** - attention, memory, sequencing, problem-solving, executive functioning

**Social Aspects** - including challenging behavior, ineffective social skills, lack of communication opportunities

**Communication Modalities** - including oral, manual, augmentative, and alternative communication techniques and assistive technologies

#### **Observation Categories – Audiology**

### Dx Categories – Audiology

Hearing Evaluation  
Hearing Screening  
Speech-Language Screening  
Auditory Processing  
Electrophysiology  
Vestibular (Balance)

### Tx Categories – Audiology

Aural Rehabilitation  
Vestibular (Balance)  
Cochlear Implant  
Related Disorder – Cerumen Management  
Auditory Processing  
**Auditory Disorders** – Assistive Listening Devices (ALD); Hearing Aid  
evaluation, fitting & repair

4. Record entries in ink. Do not use white out.
5. A **minimum of 25 hours of observation** of treatment and diagnostics, across the life span and across disorders categories is required to receive a grade in the class.
6. Do not record minutes (e.g. 1.31 for one hour and thirty-one minutes). Instead, always report time in quarter hours using decimals (e.g., 1.5 for one hour and thirty-one minutes).
7. At the end of the semester, when you've completed your hours, fill out the record **completely** including all of the total columns before putting it into your portfolio for a signature. It will not be signed if there are mistakes.

## E. SLP Clinical Grading Form

**UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
CLINICAL GRADING SYSTEM – SLP**

Student Clinician: \_\_\_\_\_ Term: \_\_\_\_\_ Final Grade: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Practicum #: \_\_\_\_\_ # of Practica Completed: \_\_\_\_\_  
 # of Clock Hours: \_\_\_\_\_ Support Level: BEG:   X   INT: \_\_\_\_\_ ADV: \_\_\_\_\_

| AREA   | MIDTERM AREA GRADE | FINAL AREA GRADE | MIDTERM WEIGHT | FINAL WEIGHT | MIDTERM | FINAL |
|--|--------------------|------------------|----------------|--------------|---------|-------|
| INTERACTION AND PERSONAL QUALITIES   | 0.00               |                  |                |              | 0.00    | 0.00  |
| ADMINISTRATIVE/WRITING FUNCTIONS   | 0.00               | 0.00             |                |              | 0.00    | 0.00  |
| EVALUATION   | 0.00               | 0.00             |                |              | 0.00    | 0.00  |
| INTERVENTION   | 0.00               | 0.00             |                |              | 0.00    | 0.00  |
| ETHICAL CONDUCT<br>CLINICAL PROBLEM-SOLVING  | 0.00               | 0.00             |                |              | 0.00    | 0.00  |
| Other:   |                    |                  |                |              | 0.00    | 0.00  |
| Other  |                    |                  |                |              |         |       |
| Other  |                    |                  |                |              |         |       |
| Scale: A = 5.0- 4.4      B = 4.0-3.4      C = 3.0-2.1<br>A- = 4.3- 4.1      B- = 3.3- 3.1      D = below 2.0 |                    |                  |                | Subtotal     | 0.00    | 0.00  |
|  |                    |                  |                | GRADE        |         | 0.0   |

Student's Signature (Midterm): \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature (Final): \_\_\_\_\_ Date: \_\_\_\_\_

### SUPERVISION CONTINUUM with Rating Scale and Descriptors

| A 5.0- 4.4<br>Consistent  | A- 4.3- 4.1<br>Developed  | B 4.0-3.4<br>Developing  | B- 3.3- 3.1<br>Emerging                                       | C 3.0-2.1<br>Inconsistent  | D-F 2.0-below<br>Absent   |
|---|---|--|---|--|---|
| Competency or skill well developed and consistent. Requires infrequent supervisor monitoring. | Competency or skill developed but needs refinement and consistency. | Competency or skill demonstrated but inconsistent. Requires frequent | Competency or skill emerging. Requires frequent, instruction, | Competency or skill demonstrated only with supervisory model. Requires constant instruction, | Competency or skill not evident. Requires constant monitoring and modeling. |

|  |                      |  |                             |                                       |  |
|--|----------------------|--|-----------------------------|---------------------------------------|--|
|  | Requires monitoring. | monitoring and/or occasional modeling. | monitoring and/or modeling. | monitoring, and/or frequent modeling. |  |
|--|----------------------|--|-----------------------------|---------------------------------------|--|

Skills underlined–need improvement at midterm

Skills highlighted- not developed at final

Skills not marked – skills present

## INTERACTION AND PERSONAL QUALITIES/CLINICAL PROCEDURES

(KASA 2005: IV-G3-a-d; 2013: V-A, V-B3-a-c)

**MID-TERM FINAL**

|  |  |  |
|--|--|--|
| <b>Collaborates and communicates effectively with other professionals, client/patient, family, caregivers, and relevant others.</b><br>Room set up with all necessary equipment prior to session<br>Begins promptly for sessions/meetings<br>Develops appropriate supervisory/professional relationships by: <ul style="list-style-type: none"> <li>Consulting in appropriate settings/manner</li> <li>Seeking/clarifying information in an open, non-defensive manner</li> </ul> Collaborates with supervisor and peers<br>Interacts appropriately in the clinical setting<br><br>Demonstrates appropriate oral communication skills by <ul style="list-style-type: none"> <li>Using language appropriate to the clinical context</li> <li>Using appropriate speech model (rate, clarity, vocal intensity, quality)</li> </ul> Meets dress code |  |  |
| <b>Oral communication sufficient for professional communication needed in practicum (both clients and professionals)</b><br>Uses effective speaking/listening/counseling techniques<br>Adapts to client's age, cognitive level, language level, and cultural/ethnic differences<br>Addresses client's/caregiver's questions<br>Correctly produces targeted skills and uses negative practice<br>Discusses evaluation results and recommendations in a clear and practical manner<br>Explains professional terms as needed<br>Conveys information effectively<br>Interacts appropriately w/clients/others   |  |  |
| <b>Counseling/Interviewing with family, caregivers, and/or relevant others.</b><br>Counsels through appropriate use of restating, paraphrasing, clarifying, etc.<br>Shows empathy and sincerity<br>Identifies need for and refers for counseling appropriately<br>Knows when to listen/talk<br>Fields questions, probes for additional information<br>Organizes/prioritizes information and identifies need for counseling   |  |  |
| <b>Other:</b>  |  |  |
| <b>TOTAL</b>   |  |  |

## CLINIC PERFORMANCE/ADMINISTRATIVE AND REPORTING/WRITING FUNCTIONS

(KASA 2005: IV-G2d, f; 2013: V-A)

**MID-TERM FINAL**

|  |  |  |
|--|--|--|
| <b>Professional Writing Style/Form</b><br>Uses professional language and terminology<br>Uses correct grammar<br>Follows correct documentation format |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
| Uses appropriate transitions and referents within/between paragraphs   |  |  |
| <b>Written Interpretation/Content</b><br>Writes comprehensive summaries<br>Integrates and synthesizes information appropriately<br>Uses content that is complete, accurate, and concise<br>Organizes and prioritizes written content<br>Provides appropriate rationales and/or research evidence for conclusions |  |  |
| <b>Administrative Functions</b><br>Organizes file and updates in timely manner<br>Proofreads and edits all documentation<br>SOAP notes, treatment plans, progress notes, outlines, daily data sheets, reports completed accurately, and submitted on time<br>Implements suggestions/corrections in timely manner |  |  |
| <b>Other:</b>  |  |  |
| <b>TOTAL</b>   |  |  |

**EVALUATION (KASA 2005: IVG1; 2013: V-B1-a-g, V-B2-f, g)**  
**MID-TERM FINAL**

|  |  |  |
|--|--|--|
| <b>Conducts screening and prevention procedures (including prevention activities)</b><br>Performs pure tone air conduction hearing screening accurately<br>Performs speech/language screening accurately<br>Correctly interprets results<br>Makes appropriate referrals  |  |  |
| <b>Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</b><br>Demonstrates knowledge of relevant information<br>Elicits relevant information<br>Applies relevant information  |  |  |
| <b>Selects and administers appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.</b><br>Practices universal precautions<br>Demonstrates preparation and appropriate amount of practice<br>Demonstrates accuracy of test administration<br>Uses dynamic assessment as part of the evaluation process<br>Determines reliability<br>Accurately calculates the chronological age<br>Appropriately conducts oral-facial examination |  |  |
| <b>Adapts evaluation procedures to meet client/patient needs</b><br>Organizes session appropriately<br>Manages materials/time effectively<br>Modifies environment/procedures<br>Uses appropriate techniques to manage client behavior that facilitates best performance<br>Uses appropriate level of language  |  |  |
| <b>Interprets, integrates, and synthesizes all information to develop diagnoses and makes appropriate recommendations for intervention</b><br>Analyzes and interprets data accurately<br>Integrates results from case history, observation, formal testing and informal procedures to make accurate impressions and assessment/diagnoses and patterns of performance<br>Applies academic knowledge<br>Makes appropriate recommendations  |  |  |

|   |  |  |
|---|--|--|
| <b>Administrative and Reporting Functions for Evaluation and Intervention</b><br>Uses appropriate data collection methods<br>Scores assessment correctly<br>Correctly determines basal/ceiling<br>Accurately discriminates phoneme production; accurately transcribes phoneme production<br>Demonstrates thorough completion of protocols |  |  |
| <b>Refer for Appropriate Services – Evaluation and Intervention</b><br>Recognizes need for referral.<br>Demonstrates familiarity with community resources.<br>Facilitates contacts with referrals.<br>Provides supportive material.   |  |  |
| <b>Other:</b>   |  |  |
| <b>TOTAL</b>  |  |  |

### INTERVENTION (KASA 2005: IVG2a, b, c; 2013: V-B2-a-g)

#### MID-TERM FINAL

|  |  |  |
|--|--|--|
| <b>Develops setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborates with clients/patients and relevant others in the planning process.</b><br>Develops measurable and achievable goals that meet clients'/patients' needs<br>Collaborates with clients/patients and relevant others in the planning process<br>Sequences and organizes short term objectives and long term goals appropriately  |  |  |
| <b>Implements intervention plans. Involves clients/patients and relevant others in the intervention process.</b><br>Uses appropriate teaching sequence<br>Uses appropriate instructions<br>Uses appropriate scaffolding techniques<br>Uses appropriate and effective verbal directions and reinforcement<br>Obtains optimal number of client responses<br>Conducts efficient and effective transitions between tasks<br>Avoids unnecessary delays, dialogue, and interruptions<br>Involves relevant others in the intervention process |  |  |
| <b>Selects or develops and uses appropriate materials and instrumentation for prevention and intervention.</b><br>Selects age/developmentally appropriate materials and instrumentation that are goal specific<br>Uses techniques appropriate for client's needs, strengths, developmental level, learning style, cultural and linguistic factors  |  |  |
| <b>Measures and evaluates clients'/patients' performance and progress.</b><br>Collects data accurately and efficiently without interrupting the flow of therapy<br>Interprets client's performance accurately<br>Considers future planning and carryover needs   |  |  |
| <b>Modifies intervention plans, strategies, materials or instrumentation as appropriate to meet the needs of the clients/patients.</b><br>Demonstrates flexibility to meet the clients' needs<br>Makes appropriate adjustments to goals, objectives, treatment plans, strategies and instrumentation based on client performance<br>Manages client behaviors   |  |  |
| <b>Other:</b>  |  |  |
| <b>TOTAL</b>   |  |  |

### ETHICAL CONDUCT AND CLINICAL PROBLEM SOLVING (KASA 2005: III-E-G; 2013: IV-E).

#### MID-TERM FINAL

|  |  |  |
|--|--|--|
| <b>Academic Knowledge</b><br>Applies, utilizes and synthesizes academic information previously learned<br>Obtains additional information from supplemental reading or observation<br>Uses resources from the clinic, class, supervision, etc. to effectively address clinical needs and concerns |  |  |
| <b>Response to Supervisor Evaluation</b><br>Uses supervisor evaluation to modify behavior<br>Addresses strengths and improve areas of weakness<br>Implements suggestions and improvements agreed upon  |  |  |
| <b>Ethical Conduct</b><br>Adheres to and maintains ASHA code of ethics, HIPPA regulations and clinic policies and procedures; (CSD & practicum guides, practicum syllabi)  |  |  |
| <b>Self-Evaluation</b><br>Identifies strengths and weaknesses of own clinical performance<br>Independently forms and implements plans to improve clinical performance  |  |  |
| <b>Other:</b>  |  |  |
| <b>TOTAL</b>   |  |  |

**Additional Comments:**

|          |  |
|----------|--|
| Midterm: |  |
| Final:   |  |

- ☐ Student is recommended to continue in clinic practicum in the USF clinic/sites.  
☐ Student is recommended to continue in clinic practicum in off-campus placements (requires a minimum overall rating of B-)  
☐ Student needs continued development of skill or competency areas. A CAPP is needed.  
☐ Student does not demonstrate required skills to continue placement in clinical practicum.

KASA Standards for SPA 6505 Practicum \_\_\_\_\_

- ☐ Student has met KASA skills requirements  
☐ Student has NOT met KASA skills requirements

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
CLINICAL INTERVENTION PLAN (CIP)

| COMPETENCIES | PROCEDURES | TIMELINE | PLAN CODE | MET CRITERION STATUS * | MID TERM | FINAL |
|--------------|------------|----------|-----------|------------------------|----------|-------|
|              |            |          |           |                        |          |       |

**CODES**  
D = DISCUSSION  
O = OBSERVATION  
PC = PROFESSIONAL CONFERENCE  
R = REVIEW CHART(S)

SIGNATURE: \_\_\_\_\_ (STUDENT)

SIGNATURE: \_\_\_\_\_ (SUPERVISOR)

+ = MET CRITERION  
- = DID NOT MEET CRITERION  
\* Numerical & letter grade to be assigned on attached form

## G. Student Information Sheet

### Student Information Sheet

Practicum: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete this form and return it via email to USF CSD. You must attach a scanned copy of your supervisor's ASHA card.

Student Name: \_\_\_\_\_

Email: \_\_\_\_\_

Daytime Telephone: \_\_\_\_\_

Evening telephone: \_\_\_\_\_

Semester Supervisor (s): \_\_\_\_\_

Email: \_\_\_\_\_

Daytime Telephone: \_\_\_\_\_

Evening Telephone: \_\_\_\_\_

School Name(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

School Address(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

School County: \_\_\_\_\_

SLP Coordinator Information: Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Please return form and a scanned ASHA card copy to:

Email: [cford@usf.edu](mailto:cford@usf.edu)

**DAILY CLINICAL HOURS LOG**  
**Suncoast Master's Program**

•• Artic=Articulation, Flu=Fluency, V/R=Voice/Resonance, Lang=Language, H=Hearing, Sw=Swallowing, Cog=Cognitive Aspects, Soc=Social Aspects, Mod=Modalities

Speech-Language Pathologist/Clinical Instructor: (Printed Name and Initials)

Page \_\_\_\_ of \_\_\_\_

# I. ASHA Minutes Sheet

## University of South Florida Clinical Clock Hours (Speech-Language Pathology)

Student Name: \_\_\_\_\_ Practicum: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Supervisor Name with Credentials (Print/Sign): \_\_\_\_\_ Supervisor ASHA #: \_\_\_\_\_  
 TOTAL # MINUTES AT EACH SITE THIS SEMESTER: Site 1: \_\_\_\_\_ Site 2: \_\_\_\_\_ Site 3: \_\_\_\_\_

### Evaluation: Preschool

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

### Evaluation: School-Age

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

### Treatment: Preschool

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

### Treatment: School-Age

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

**University of South Florida Clinical Clock Hours (Speech-Language Pathology)**

Student Name: \_\_\_\_\_ Practicum: \_\_\_\_\_ Semester: \_\_\_\_\_

Supervisor Name with Credentials (Print/Sign): \_\_\_\_\_ Supervisor ASHA #: \_\_\_\_\_

**Evaluation: Adult**

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

**Evaluation: Geriatric**

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

**Treatment: Adult**

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

**Treatment: Geriatric**

| Site                       | Date | Artic. | Fluency | Voice/Res | Language | Hearing | Swallowing | Cognitive | Social | Modalities |
|----------------------------|------|--------|---------|-----------|----------|---------|------------|-----------|--------|------------|
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
|                            |      |        |         |           |          |         |            |           |        |            |
| Column Totals:             |      |        |         |           |          |         |            |           |        |            |
| Total Minutes (All Areas): |      |        |         |           |          |         |            |           |        |            |

## **J. Lakeland Regional Medical Center Information**

Lakeland Regional Medical Center, Inc.

1324 Lakeland Hills Boulevard

Lakeland, FL 33805

SPA 6565 Suncoast VFN

USF Coordinator: Carolyn Ford, Ed.D., CCC-SLP

Hospital Coordinator: Abby Jacobson, M.S., CCC-SLP

863-687-1100, ext. 2156

### **Directions once at the hospital**

1. Upon arrival, go to the B tower which is the main entrance of the hospital. (Opposite side from the construction).
2. Get on an elevator and go up to the 8th floor.
3. SLP is in office number B844 which is just on the opposite side of the visitor elevators. After getting out of the elevator, walk around to the opposite side of the elevators (where the staff elevators are) and the office is just across from the staff elevators.
4. Ms. Abby Jacobson's phone number and extension is 863-687-1100, ext. 2156.

### **Requirements**

1. Complete Hospital Orientation (live orientation and manual)
2. Complete Exhibit A (Affidavit, notary signature required)
3. Complete Exhibit B
4. Background Check
5. Proof of Health Insurance coverage
6. HIPAA certificate (USF Health)
7. Proof of Liability Insurance
8. Blood borne pathogens certificate of completion
9. Immunizations
  - a. Tdap or Td Booster within past 10 years (Tetanus-Diphtheria-Pertussis or Tetanus and Diphtheria Toxoids)
  - b. M.M.R. (measles, mumps, rubella)
  - c. Varicella (chicken pox) history and a Varicella titer
  - d. Seasonal Influenza immunization
  - e. Negative TB test (within 3 months prior to starting date)
  - f. Hepatitis B vaccination or declination
  - g. Hepatitis C antibody testing (within 6 months prior to starting date)

10. 10 panel drug screen covering the following: Amphetamines, Cannabinoids, Cocaine, Phencyclidine, Methaqualone, Opiates, Barbiturates, Metamphetamine, Propoxyphene, and Benzodiazepines.

**Proof of HIPAA Completion**

1. Go to: <https://www.csudh.edu/son/info/hipaa-precautions/>  
Click and Read: Health Insurance Portability and Accountability (HIPAA) Education (PDF)  
Click on and Take : HIPPA Test
2. Upon completion you should be able to print a certificate

**K. Lakeland Regional Medical Center Exhibit A (Affidavit)**

**EXHIBIT "A"**  
**AFFIDAVIT OF GOOD MORAL CHARACTER**

STATE OF FLORIDA  
COUNTY OF \_\_\_\_\_

BEFORE ME this day personally appeared \_\_\_\_\_  
who, being duly sworn, deposes and says:

I hereby attest that I am of good moral character, that I have not been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any offense prohibited under any of the following provisions of the Florida Statutes or under any similar statute of another jurisdiction:

- (a) Section 415.111 relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- (b) Section 782.04 relating to murder.
- (c) Section 782.07 relating to manslaughter.
- (d) Section 782.071 relating to vehicular homicide.
- (e) Section 782.09 relating to killing an unborn child by injury to the mother.
- (f) Section 784.011 relating to assault, if the victim of the offense was a minor.
- (g) Section 784.021 relating to aggravated assault.
- (h) Section 784.03 relating to battery, if the victim of the offense was a minor.
- (i) Section 784.045 relating to aggravated battery.
- (j) Section 787.01 relating to kidnapping.
- (k) Section 787.02 relating to false imprisonment.
- (l) Section 794.011 relating to sexual battery.
- (m) Chapter 796 relating to prostitution.
- (n) Section 798.02 relating to lewd and lascivious behavior.
- (o) Chapter 800 relating to lewdness and indecent exposure.
- (p) Section 806.01 relating to arson.
- (q) Section 810.02 relating to burglary.

- (r) Chapter 812 relating to theft, robbery, and related crimes, if the offense is a felony. (See 812.014, 812.0145, 812.015, 812.016, 812.019, 812.0191, 812.0195, 812.081, 812.13, 812.131, 812.133, 812.135, 812.14, 812.155, 812.16).
- (s) Section 817.563 relating to fraudulent sale of controlled substances, only if the offense was a felony.
- (t) Section 826.04 relating to incest.
- (u) Section 827.03 relating to abuse, aggravated abuse and neglect of a child.
- (v) Section 827.04 relating to contributing to the delinquency or dependency of a child.
- (w) Section 827.071 relating to sexual performance by a child.
- (x) Chapter 847 relating to obscene literature.
- (y) Chapter 893 relating to drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor.

I further attest that I have not been judicially determined to have committed abuse or neglect against a child as defined in Section 39.01(2) and (44), Florida Statutes; nor do I have a confirmed report of abuse, neglect, or exploitation as defined in Section 415.102, Florida Statutes; nor have I committed an act which constitutes domestic violence as defined in Section 741.28, Florida Statutes.

Under the penalties of perjury, I declare that I have read the foregoing, and the facts alleged are true to the best of my knowledge and belief.

\_\_\_\_\_  
AFFIANT

OR

To the best of my knowledge and belief, my record may contain one of the foregoing disqualifying acts or offenses:

\_\_\_\_\_  
AFFIANT

SWORN TO AND SUBSCRIBED before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_, who is personally known to me or has produced \_\_\_\_\_, as identification, and who did take an oath.

\_\_\_\_\_  
Signature of Notary Public-State of Florida

\_\_\_\_\_  
Print, Type or Stamp Name of Notary Public

\_\_\_\_\_  
Title or Rank

\_\_\_\_\_  
Serial Number, if any

## **L. Lakeland Regional Medical Center Exhibit B**

### **EXHIBIT "B"**

#### **Lakeland Regional Medical Center Immunization, Testing, and Educational Requirements for Students and Faculty Members**

All students and faculty members are required to have the following prior to being assigned to the Hospital:

1. Tetanus-Diphtheria-Pertussis (Tdap) or Tetanus and Diphtheria Toxoids (Td) booster within past 10 years, according to the following specification: Individuals who have not received the Tdap booster, or for whom vaccine status is unknown, should receive a dose of Tdap followed by Td booster doses every ten (10) years thereafter, regardless of the interval since the last dose of Td. Individuals who have not received the Tdap booster or for whom vaccine status is unknown are restricted from certain high-risk areas (including, but not limited to, OB, Pediatrics, NICU, or the Pediatric Emergency Department) or from contact with infants under the age of six (6) months;
2. M.M.R. (measles, mumps, rubella) Vaccine: any individual born after December 31, 1956, and who has no proof of immune status to measles (rubeola, also known as "hard measles") will be considered non-immune; any individual regardless of birthdate without proof of immune status to rubella (also known as "German measles") will be considered non-immune;

Proof of immunity will consist of written documentation of one of the following:

Documentation of receipt of two doses of M.M.R. vaccine on or after the first birthday, OR,  
Laboratory evidence of rubeola and rubella immunity;

3. Varicella (chicken pox) history and a Varicella titer. If an individual with a negative hx or titer is exposed to Varicella, the individual may not participate in clinical learning experiences at the Hospital from day 10-21 post exposure. If at any time the individual develops a Varicella rash, the individual may not participate in clinical learning experiences at the Hospital until all lesions are dry and crusted. Exposed individuals shall report their Varicella exposure to the appropriate supervisor of the Hospital;
4. Seasonal Influenza Immunization as recommended by the Centers for Disease Control and Prevention (CDC) and/or the Advisory Committee on Immunization Hospitals (ACIP) within the past year;
5. Proof is required of a negative TB skin test (TST), or negative Interferon Gamma Release Assay (IGRA) blood test, within three (3) months of the individual's admission to the Program at the College or initial assignment to the Hospital. Thereafter, TST or IGRA is to be repeated annually if there is a negative history. If there is a TST or IGRA positive history, a negative baseline chest x-ray is required with annual chest x-ray and a completed TB symptom questionnaire thereafter. If at any time TB symptoms are noted, a repeat chest x-ray is required. Exposed individuals will be responsible for their own post-exposure follow up;
6. Proof of either hepatitis B vaccination, antibody testing revealing immunity to hepatitis B, or declination of hepatitis B vaccination signed by the individual who chooses not to accept vaccination (any such declination shall be in the form provided for in Title 29 Code of Federal Regulations, Part 1910.1030, as may be amended);
7. Hepatitis C antibody testing within six (6) months prior to the individual's admission to the Program at the College or initial assignment to the Hospital. If positive, the individual must be cleared by the Hospital's Employee Health Service before being assigned by the College to the Hospital;
8. Completion of OSHA mandated blood borne pathogens education program, including instructions regarding reporting, treatment, and follow-up of blood/body fluid exposure.

The Hospital is not responsible for any expense incurred by the College or any individual as a result of obtaining or maintaining any of the above listed requirements. Notwithstanding the foregoing requirements set forth in this Exhibit "B", the Hospital shall have the right to revise the above listed requirements or request additional documentation for evidence of good health from time to time, including all health requirements (testing and immunization) and proof of completion of certain healthcare worker education programs.

## M. Lakeland Regional Medical Center Drug Screening Instructions



### Speech Pathology Program Drug Screening Instructions

#### Before Starting:

- A valid email is REQUIRED  
(if you do not have an email account you can establish a free account at Yahoo.com)
- Have your credit card (Visa/MasterCard/American Express/Discover) information ready in order to process payment. Your credit card will be charged **\$40.00** for the service.

#### Getting Started:

1. Log onto our website at [www.VerifyStudents.com](http://www.VerifyStudents.com)
2. If this is your first time visiting the site, click on the "Students Start Here" Button and enter the following promotional code when prompted: **USFSPPDT**
  - If you have used the VerifyStudents.com service previously, you can log-in to your existing account by clicking on the Login/Report Retrieval button located on the homepage. You will then be prompted to provide your user id and password. If you do not remember your log-in information, click on the "Forgot Login" button.
3. Complete profile & e-sign forms as they appear
4. Provide payment when prompted
5. After you have successfully submitted your payment, you will be taken to the drug screening self-scheduling tool. Follow the on-screen instructions to register for your drug test and be sure to click on the "Finish" button when complete.
6. Lastly, select your report notification options and click on the "Close" button to complete your order.
7. You will receive a receipt/confirmation for your order via email as well

\*Please note that this information is for the sole purpose of background screening for this school only. Unauthorized use of our service is prohibited\*