Additional syllabus material is included for clinical internship registrations:

**SLHS 6918: Practicum 2: Speech-Language-Learning Internship** (Medical/Clinical Placements)
**SLHS 6928: Practicum 2: Public School Internship**

### SLHS/SLHC Clinical Educators:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Lemke</td>
</tr>
<tr>
<td>M.A., M.P.A., CCC-SLP, CBIS</td>
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<tr>
<td>Director of SLP Clinical Education</td>
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<tr>
<td>Kate Christensen, M.A., CCC-SLP</td>
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<tr>
<td>Holly Kleiber, M.S., CCC-SLP</td>
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<tr>
<td>Jen Lewon, M.S., CCC-SLP</td>
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<tr>
<td>Kerry Moriarty, CCC-SLP</td>
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<td>Ryan Pollard, Ph.D., CCC-SLP</td>
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<tr>
<td>Christina Riseman, M.A., CCC-SLP</td>
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<tr>
<td>Sherri Tennant, CCC-SLP</td>
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<tr>
<td>Kathy Tucker, M.A., CCC-SLP</td>
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<tr>
<td>Patty Walton, M.A., CCC-SLP, BCF-F</td>
</tr>
<tr>
<td>L.J. Werner, ECSE</td>
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</tbody>
</table>

**Meetings and Office Hours:** by arrangement with each Clinical Educator

**Course Website:** canvas.colorado.edu

**Course Description:** SLHS: 5898: Clinical Practicum 1 provides students with the opportunity to obtain communication disorders prevention, evaluation/assessment, and intervention experiences in the SLHC and other sites. Students obtain clinical experiences across a range of ages and disorder types as specified by ASHA CAA and CFCC standards. Specific clinic assignments within the SLHS: 5898: Clinical Practicum 1 registration are made by the Director of Clinical Education (DCE). The DCE assesses each student’s needs for specific age and disorder experiences, and also takes into account each student’s identified interest areas when making clinical assignments. Students typically participate in SLHS: 5898 during the fall and spring of their first academic year in the program, in the summer term between the first and second academic years, and during the fall of their second academic year. Students typically earn at least 200 clinical clock hours towards the 400 clock hours required for program graduation and to meet qualifications for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). 25 required observation hours may be included in the 200 required hours.

**Learning Formats:** Clinical education and supervision for clinical assignments is provided by ASHA-certified Speech-Language Pathologists (SLPs) with experience and clinical expertise in assignment
disorder areas. Supervision in accordance with ASHA standards is provided for a minimum of 25% of direct client/family contact time across the timeframe of the assignment, according to the needs of the student being supervised and the client. A clinical educator must be immediately available in the building for in-person sessions and available by electronic communication for telepractice sessions when direct supervision is not being provided. Clinical education focuses on the development of clinical knowledge and skills particular to specific ages and disorders, and progression towards increased independence within assignments and throughout the program. Clinical education best practices are implemented to meet student learning needs, including orientations to assignments; regular meetings; instruction, modeling, and coaching; verbal and written feedback; recording and review of sessions; opportunities for self-reflection and self-evaluation; and formative and summative assessment.

**Required Textbooks, Readings, and other Training Materials:** Clinical Educators may require students to read and review materials relevant to their clinical assignments, for example evidence-based practice articles, evaluation/assessment and therapy protocols, test manuals, and training videos.

**Clinical Clock Hours Requirements:** 400 clinical clock hours are required for graduation from the CU Boulder M.A. SLP program, and to qualify for the ASHA Certificate of Clinical Competence in SLP (CCC-SLP). Of these 400 hours, 25 observation hours are required. The remaining 375 hours are earned through direct involvement in prevention, diagnosis/assessment, and treatment activities that are within the ASHA SLP Scope of Practice. Up to 75 hours of clinical simulation activities are permissible. As many as 50 hours may be earned as an undergraduate. There are no limits on the number of hours that can be obtained through telepractice. The CU Boulder M.A. SLP program expectation is that 200 clock hours will be earned within the SLHS: 5898: Clinical Practicum 1 registration, prior to the time the student is placed in internship assignments. The remaining clock hours are completed during internship placements within the SLHS 6918: Speech-Language-Learning Internship and SLHS 6928: Public School Internship registrations. Students will enter all earned clock hours into the Calipso system following instructions for use of the platform, and submit them to the clinical educator who supervised the hours for approval. Students may also have the opportunity during their program to earn clock hours for participation in clinical research studies, if the requirements for awarding clock hours for this type of activity are met. Students should ask the DCE or Department Chair for the policy and procedures for earning clock hours within a research study prior to undertaking the activity.

**Counting Clinical Clock Hours:**
Clinical Clock hours must be counted according to requirements set by the ASHA Council for Clinical Certification (CFCC). The CFCC defines one (1) clinical practicum hour as equal to 60 minutes.
When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour (Example: If a student clinician spends 52 minutes engaged in direct service delivery, 52 minutes should be logged into the Calipso system).

The following direct-service clinical activities may be counted as clinical clock hours:
1. Face to face service delivery, within the ASHA SLP Scope of Practice, provided to a client or a group of clients. This can include:
   - A. Screening/Information gathering
   - B. Evaluation/Assessment
   - C. Intervention
D. Counseling and education of clients, family members, guardians, educators, and health care providers who are involved with the client
E. AAC device customization
F. Remote (phone, teleconference) communication with clients, family members, and/or guardians who are involved with the client, only when 8 minutes or more are spent on discussion related to service delivery (history or information gathering, screening, evaluation/assessment, intervention, counseling/education)
G. Consultation and/or collaboration with other service providers with the client, family members, or guardian present, only when 8 minutes or more are spent on discussion related to service delivery (history or information gathering, screening, evaluation/assessment, intervention, counseling/education)
H. Team meetings (i.e., IEP meetings, rounds) related to service delivery held with the client, family members, or guardian present
I. Per ASHA CFCC allowances during the COVID period of time, 2 or more students participating in a telepractice session may earn all hours/minutes for the session as long as the students have “active involvement” during the session. For in-person sessions, students must be directly involved with the client(s) to earn hours/minutes, and must split time in the session if/when they are not directly working with the client(s).

2. The following activities may not be counted as clinical clock hours:
   A. In person or electronic communication with clients, family members, guardians, educators, and health care providers who are involved with the client when communication is about routine matters such as scheduling, when discussion is non-service delivery related, and/or when the communication was less than 8 minutes in duration
   B. Email communications with clients, family members, guardians, educators, and health care providers who are involved with the client
   C. Consultation and/or collaboration and/or team meetings with other service providers without the client, family members
   D. Observation of screenings, evaluations/assessments or treatment (although these may be counted as observation hours if activities fall within the scope of speech-language pathology). When 2 or more students are involved in a client session, ASHA CFCC COVID-19 special rules currently in place allow all the students to earn the total clock hours for the session as long as all students are actively involved during the session. Active involvement may include administration of evaluation/assessment and treatment activities, data collection and analysis, family member counseling and education, and other active involvement as directed by the clinical educator who supervises the session
   E. Time spent in planning and preparation (didactic activities, or material gathering) for sessions
   F. Time spent on documentation (record keeping, and writing reports)
   G. Other administrative duties related to service delivery completed without the client, family members, and/or guardians present

Attendance Policy:
• Availability for SLHC sessions during the hours that SLHC sessions are scheduled is expected. Attendance at all scheduled sessions is expected.

• During the COVID-19 period of time, students wishing to request an exception from attending in-person clinic activities because of a physical or mental health condition should contact the CU Boulder Disability Services office to complete the process for requesting an accommodation. The contact information for this site is included in the Required Syllabus Statements at the end of this syllabus. Students wishing to request an exception from attending in-person clinic activities because of they live with a high risk individual should contact the Director of SLP Clinical Education (DCE).

• Attendance at the SLH 5898 Wednesday Clinic Meeting is also required, and attendance may be taken. Students should inform the DCE if they will need to miss a meeting. Students should refrain from completing work on their computers and using their personal devices during the meeting, especially when guest speakers are present. Excess absences and/or inattention during the Wednesday Clinic Meeting may impact a student’s ratings in their final Calipso evaluation at the end of a semester.

• Requests to be excused for a planned absence should be submitted by email to all assigned clinical educators and the Director of Clinical Education (DCE). Such requests should be submitted for extenuating circumstances only.

• In the event of illness or other unexpected occurrence that prevents attendance, students should contact the clinical educator(s) for the assignment(s) they expect to miss as soon as possible so that arrangements can be made. Students who are ill should not come to the SLHC if there is a risk that they may transmit illness to others. In the event of an illness requiring absence from the SLHC for more than one week, the DCE should also be informed. During the COVID-19 time period, all policies and procedures related to infection control in the SLHC must be followed.

• Students who work part-time are expected to schedule work around clinic assignments and meetings. CU Boulder Teaching Assistant (TA) positions are an exception, and TA positions should be communicated to the DCE as soon as they are awarded so they can be accommodated.

• Special requests for exceptions to all attendance expectations should be communicated to the DCE in person or by electronic communication.

**SLHC Attire and Personal Care Guidelines for Student Clinicians:**

In most instances, attire and personal care that is appropriate for the SLHC clinical setting is as follows:

• The SLHC student name badge should be worn at all times

• Shirts, sweaters, and tops: Students should avoid low-cut, spaghetti straps, or midriff exposure. Tops that go over leggings should be past the mid-thigh

• Pants, skirts, and dresses: Avoid jeans, shorts, low waistlines, and midriff/undergarment exposure. Dresses and skirts should extend to the top of the knee

• Shoes: avoid open-toe sandals and flip-flops

• Clothes should be neat, clean, wrinkle-free, odor-free, and in good condition. Consider clothing needs for moving, sitting on the floor, leaning over clients, etc.

• Maintain personal cleanliness including neat, well-groomed hair, facial hair, and clean/trimmed fingernails.

• Avoid jewelry and visible body piercings that could create a safety hazard, heavily scented body products, and tattoos that may diminish representation of the clinician’s professionalism to their clients; such tattoos can be covered.
In the Child Learning Center (CLC), less formal attire is usually acceptable. Neat jeans with no holes and shorts of a respectable length and style (no gym shorts) are allowed. Neat, plain T-shirts without statements and with sleeves (no tank tops) are acceptable. Sturdy sandals in warm weather are allowed (no flip-flops). Clothes and footwear should allow the clinician to move around with children, including running, squatting, dancing, climbing, bending, and lifting. Students should select clothing that they do not mind getting spills on, and that can be worn outdoors in a variety of weather conditions.

Dress that is different from the usual attire as described above may be appropriate for some in-clinic and out of the building clinical activities. Exceptions to the SLHC guidelines should be discussed with the clinical educator who supervises the activity.

Clinical faculty, academic faculty, administrators, and clinic staff who are in the clinic are also expected to follow SLHC attire and personal care guidelines, and wear their SLHC name badge.

Students experiencing difficulties acquiring clothing that is appropriate for the clinical setting are encouraged to contact the CU Boulder Student Support and Case Management office to inquire about local resources. The link to make this contact is listed in this syllabus under CU Boulder Resources.

**Ethical Conduct and Conflicts of Interest:** Clinical Educators are responsible for professional conduct as outlined in the ASHA Code of Ethics. Student clinicians are introduced to the Code of Ethics prior to participation in SLHC activities, and are expected to conduct themselves in accordance with the Code of Ethics under the guidance of their clinical educators. A link to the Code is found in the Policies and Resources section at the end of this syllabus. With regard to conflicts of interest, student clinicians should avoid employment by clients and families of clients served in the SLHC. In addition, they should not perform work for other agencies that includes working with clients or families of clients served in the SLHC.

**Formative and Summative Student Assessments:**

- Students will complete a midterm self-evaluation and receive midterm evaluative feedback with discussion about strengths and areas for improvement from each clinical educator they are assigned to, and for each assignment. The midterm brief assessment form is included in the addendum to this syllabus.

- At the end of each semester, students will complete a final self-assessment using the evaluation protocol contained in the Calipso platform. They will also receive an evaluation and grade using this same protocol from each clinical educator they were assigned to during the semester, and for each separate assignment. The Calipso evaluation protocol contains ASHA CAA Standards-based indicators for rating clinical performance in the areas of Diagnosis/Assessment, Intervention, and Professionalism. Final evaluations take place within a Periodic Evaluation of Professional Skills (PEPS) meeting scheduled for the end of each semester. During the PEPS meeting, clinical educators review the student’s self-evaluation, and discuss their own evaluation and grade with the student. Strengths, areas for clinical growth, and recommendations for goals for clinical growth across assignments are identified and documented in the Calipso form.

- In addition to the PEPS meeting, students meet with an assigned clinical educator at several scheduled times across the course of their program for a Professional Growth Plan (PGP) meeting. This meeting allows students the opportunity to reflect upon their clinical strengths and areas for growth across semesters, and to set goals for professional growth across semesters of the program through feedback and guidance from the clinical educator. Goals are developed to
promote competency with all required standards as measured by the Calipso protocol, and to address the student’s desired areas for personal professional development. The PGP meeting is also an opportunity for discussion and advice regarding professional goals and career directions. The Calipso evaluation protocol, the Calipso rating scale, the M.A. SLP Progression of Skills Levels, and the protocol for the PEPS and PGP meetings are included in the addendum to this syllabus.

Grading and Grade Scale for SLHS 5898: Clinical Practicum 1 (note: this grade scale is also used for SLHS: 6918 and SLHS: 6928): Semester grades are calculated in the Calipso system by an averaging of grades submitted for each clinical assignment, weighted according to the number of clock hours completed for each assignment. Grades may be appealed using the grievance procedure in the SLHS Graduate Student Handbook. The grade scale is as follows:

<table>
<thead>
<tr>
<th>Calipso Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 - 4.0</td>
<td>A</td>
</tr>
<tr>
<td>3.3 - 3.49</td>
<td>A-</td>
</tr>
<tr>
<td>3.1 - 3.29</td>
<td>B+</td>
</tr>
<tr>
<td>2.9 - 3.09</td>
<td>B</td>
</tr>
<tr>
<td>2.7 - 2.89</td>
<td>B- in need of remediation</td>
</tr>
<tr>
<td>2.69 &amp; below</td>
<td>C in need of remediation</td>
</tr>
</tbody>
</table>

Tiered System of Supports for Clinical Performance Improvement and Probation/Remediation:
The SLHS 5898: Clinical Practicum 1 course uses a tiered system of supports for students who are not meeting CAA Standards-based indicators of clinical performance as measured by program evaluation protocols, and/or who are at risk for failure in SLHS 5898: Clinical Practicum 1. Tiered support addresses a student’s identified areas for growth using individualized supports.

- **Tier 0**: The Tier 0 student is successful (passes) at midterm and at the end of the semester in and across clinical assignments. Performance issues that put a student at risk for not meeting Standards-based indicators of clinical performance and/or for failing are addressed as they arise, at midterm, and at the end of the semester as needed. Concerns are brought to the attention of the Director of Clinical Education (DCE) if the clinical educator determines the need for consultation. The DCE provides consultation with clinical educators as requested, and coordinates responses to concerns that are identified across multiple assignments.

- **Tier 1**: The Tier 1 student performs below expectations in one or more areas on the midterm or final evaluation form, but passes the Clinical Practicum 1 registration at the end of the semester. The specific performance issues resulting in the student being unable to meet Standards-based indicators of clinical performance at midterm and/or at the end of the semester are reported by the clinical educator to the DCE. The student meets one or more times with the DCE to discuss concerns and develop performance improvement goals. The DCE coordinates supports for concerns that are identified across multiple
assignments, including communicating performance improvement goals to clinical faculty for the student’s assignments.

- **Tier 2:** The Tier 2 student fails one or more clinical assignments for the semester, but passes the SLHS 5989: Clinical Practicum 1 registration. The failure and specific performance issues resulting in the student being unable to meet Standards-based indicators of clinical performance are documented on the semester evaluation form. The student does not get approval for clock hours accumulated during the failed assignment(s). The DCE assigns the student to assignments in the next semester that include opportunities to remediate Standards-based aspects of practice that were identified as being problematic in the evaluation(s) for the failed assignment(s). The student meets regularly with the DCE during the following semester (including PGP meetings) to discuss concerns, performance improvement goals, and progress toward goals. The DCE coordinates supports for concerns that are identified across multiple assignments, including communicating performance improvement goals to clinical faculty for all assignments.

- **Tier 3:** The Tier 3 student fails the SLHS 5898: Clinical Practicum 1 registration. This results in the student being put on probation as outlined in the SLHS Graduate Student Handbook. Failure of SLHS 5898: Clinical Practicum 1 or any other course in any subsequent semester of the program results in dismissal from the program. The student does not get approval for clock hours accumulated during any failed assignments. The DCE assigns the student to assignments in subsequent semesters that include opportunities to remediate standards-based aspects of practice that were identified as being problematic in the evaluation(s) for the failed assignment(s). The student meets regularly with the DCE during all subsequent semesters of the program to discuss concerns and performance improvement goals, including PGP meetings. The DCE coordinates supports for concerns that are identified across multiple assignments, including communicating performance improvement goals to clinical faculty for all assignments.

**Internships:** SLHS: 6918: Speech-Language Learning Internship (Medical/Clinical Placement) and SLHS: 6928: Public Schools Internship: The CU Boulder M.A. SLP program requires completion of two internship placements for graduation. An exception is made for students who complete a thesis, who may opt to participate in one internship. Also, during the COVID-19 period of time, for Academic Years 2019-2020 and 2020-2021, the department’s M.A. SLP committee has allowed an exception to policy that permits a student to graduate with one internship if/when it becomes impossible for a second internship to be secured. Internship placements typically occur during the spring-summer of the second year of the program. In most cases, students seek an internship in the public schools during the first half of the spring semester, followed by a medical-clinical or private practice internship in the remainder of the spring semester and usually into the summer. Prior to being able to start internships, students must have completed at least 200 clinical clock hours, including 25 hours of observation. Students must also have successfully passed all academic coursework. In addition, students will have passed the comprehensive evaluation or be making satisfactory progress towards completion of a thesis. Students are guided through the process for applying to desired internship sites during the Wednesday Clinic Meeting, beginning early in the second semester of the first year of the program.
• **Attendance:** Students are expected to attend internship placements during the days/times/hours that the internship is open for business and offers the internship placement. Attendance at sites is required during CU Boulder academic breaks such as spring break and May break, if the site is open.

• **Clock Hours:** Internship clinical educators use the SLHS Calipso system to approve clock hours and complete evaluations. Students are expected to enter clock hours into the Calipso system and submit them to the internship supervisor for approval in the same way that clock hours are managed in the SLHC.

• **Evaluations and Grades:** Internship clinical educators for CU Boulder students are highly encouraged but not required to complete a mid-internship ("midterm") evaluation with students they supervise. A final evaluation with a grade is required. Midterm and final evaluations are completed using the SLHS Calipso evaluation form. The Rating Scale and Grade Scale are the same as described earlier in this syllabus. A failing grade for an internship assignment and for an internship registration is a B- or lower. Responsibility for the final determination of internship grades is with the CU Boulder SLHS Director of Clinical Education (DCE) and the M.A. SLP program.

**SOURCES AND RESOURCES:**

**CU Boulder Policies and Resources: Required Syllabus Statements:**

**Accommodations for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member (for SLHS 5898: Clinical Practicum 1, submit this to the Director of SLP Clinical Education (DCE)) in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on classroom behavior and the Student Code of Conduct.

**Preferred Student Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from
the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

**Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, the need to be absent from scheduled SLHC activities for a religious holiday should be submitted in person or in writing to the Director of Clinical Education (DCE), who will inform clinical faculty members of the absence. See the campus policy regarding religious observances for full details.

**CU Boulder Resources for personal assistance:**

CU Boulder Support and Case Management office: [https://colorado.edu/studentaffairs/students-concern/student-support-and-case-management](https://colorado.edu/studentaffairs/students-concern/student-support-and-case-management)

CU Boulder Counseling and Psychiatric Services (CAPS): [https://colorado.edu/counseling](https://colorado.edu/counseling)

CU Boulder SLHS Policies and Resources:

SLHS Website: [https://colorado.edu/slhs/](https://colorado.edu/slhs/)

SLHS Graduate Student Handbook by cohort year: [https://colorado.edu/slhs/graduate-coursework](https://colorado.edu/slhs/graduate-coursework), then scroll to find handbook links.

SLHS Policies on Appeals, Complaints, Equitable Treatment, and Grievances: [https://colorado.edu/slhs/contact-us](https://colorado.edu/slhs/contact-us), then scroll to bottom for link

**SLHC Operations Policies and Procedures Manual:** SLHC Shared Drive -> Clinical Faculty -> Clinical Tools for CLiFs -> SLHC Operations Policies and Procedures Manual. **Contact Person:** Shelley Sheppeck, Director of SLP Clinic Operations. The SLP Clinic Operations manual contains policies and procedures related to operations of the clinic, including HIPAA and FERPA compliance, Infection Control/Universal Precautions, as well as many other operations policies.

**American Speech Language Hearing Association (ASHA) Resources:**

ASHA Council for Clinical Certification (CFCC) SLP Certification Standards: https://asha.org/certification/2020-slp-certification-standards/

The ASHA Code of Ethics: https://asha.org/Code-of-Ethics

ASHA Guide to the Clinical Fellowship Experience: https://asha.org/certification/Clinical-Fellowship

Addendum: Calipso Evaluation Rating Scale, Clinical Progression of Skills Levels, PEPS/PGP protocol and schedule, SLHS Essential Functions document.

Performance Rating Scale

Ratings to be used in conjunction with defined program levels (see clinical progression sheet)

4.00: Student meets performance expectations for program level; good to exceptional performance

3.50: Student meets performance expectations for program level with some inconsistency; generally good performance

3.00: Student's performance is acceptable although not strong for program level; adequate performance

2.00: Student's performance needs improvement to meet expectations for program level; some progress noted

1.00: Student's performance is unacceptable and has not progressed; does not meet expectations for program level; may not meet technical standards requirements
M.A. SLP Clinical Skills Progression

Expected Progression of Skills: It is expected that students will progress in development of skills within assignments, and across semesters during their program. It is also recognized that a continuum of skill progression exists; students may move up and down the continuum based on their knowledge and experience with each clinic assignment and client types/profiles.

Calibrated Terminology:

Absent: Student rarely demonstrates knowledge base; Student rarely demonstrates skill; Student does not recognize strengths and challenges; Student requires high level of supervision; Modeling and repeated direction/coaching does not improve skill.

Taught/Marginal: Student infrequently demonstrates knowledge base; Student infrequently demonstrates skill; Student does not recognize strengths and challenges; Student requires high level of supervision; Modeling and repeated direction/coaching results in some change.

Emerging: Student is beginning to demonstrate skill; Student demonstrates understanding and is beginning to apply knowledge; Student does not recognize strengths and challenges but can identify these if pointed out by clinical educator after the session; Student requires high level of supervision; Modeling and direction/coaching results in growth and generalization of skills.

Developing: Student applies knowledge and demonstrates skill about one-half of the time; Student recognizes strengths and challenges after the session and with the clinical educator’s help can generate ideas for change; Student analyzes and evaluates the case with supervisory support; Supervision is provided much of the time; Direction/coaching results in change.

Refining: Student demonstrates independence, but minimal supervision is needed, in accordance with ASHA guidelines; Student recognizes strengths and challenges although cannot always make online changes; Student analyzes and evaluates the case with some re-direction from clinical educator; Direction/coaching results in change.

Independent: Student displays competency and takes initiative for most aspects of the case; Student analyzes and evaluates the case, and generates ideas for change. Student clearly recognizes clinical strengths and challenges; Student engages clinical educator when s/he has questions/concerns; Student requires minimal level of supervision, in accordance with ASHA guidelines.

<table>
<thead>
<tr>
<th>Skill level by end of grading period:</th>
<th>1st Semester-Fall</th>
<th>2nd Semester-Spring</th>
<th>3rd Semester-Summer</th>
<th>4th Semester-Fall</th>
<th>Extended Program*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation/Assessment/Diagnosis</td>
<td>E</td>
<td>D</td>
<td>D/R</td>
<td>R/I</td>
<td>C</td>
</tr>
<tr>
<td>Therapy/Intervention/Education/Counseling</td>
<td>E/D</td>
<td>D</td>
<td>R</td>
<td>R/I</td>
<td>C</td>
</tr>
<tr>
<td>Interactions/Communication with Clients:</td>
<td>D/R</td>
<td>R</td>
<td>R/I</td>
<td>I</td>
<td>C</td>
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<td>Documentation/Clinical Writing</td>
<td>E/D</td>
<td>D/R</td>
<td>R/I</td>
<td>R/I</td>
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<td>Responsiveness to Clinical Education</td>
<td>D</td>
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<td>Collaboration/Teamwork</td>
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<td>I</td>
<td>I</td>
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<td>Professionalism/Professional work</td>
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<td>I</td>
<td>C</td>
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<td>Self-Evaluation</td>
<td>D</td>
<td>R</td>
<td>R/I</td>
<td>I</td>
<td>C</td>
</tr>
</tbody>
</table>

*Extended program: student’s program timeline is expected to be 1 or more semesters longer than typical for cohort.
C= commensurate with “adjusted level” of assignments and clock hours as determined by clinical educators in consultation with Director of SLP Clinical Education.
### PEPS/PGP Schedule:

<table>
<thead>
<tr>
<th>1st year cohort</th>
<th>Beginning Fall Semester</th>
<th>Midterm</th>
<th>End Fall Semester</th>
<th>Beginning Spring Semester</th>
<th>Midterm</th>
<th>End Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td>Students complete self-reflection about pre-service abilities/strengths/challenges in Wednesday Clinic Meeting (start fall 2020)</td>
<td>Midterm eval/check-in w/each assigned CLiF</td>
<td>PEPS with each assigned CLiF (no PGP)</td>
<td>Meet with PGP CLiF to do PGP meeting early in semester.</td>
<td>Midterm eval/check-in w/ each assigned CLiF</td>
<td>PEPS with each assigned CLiF (no PGP)</td>
<td>PEPS with each assigned CLiF</td>
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<td>- Completion of midterm eval form; brief meeting between student and each assigned CLiF.</td>
<td>- Discussion and Completion of Calipso eval form</td>
<td>- Review PEPS</td>
<td>- Completion of midterm eval form; brief meeting between student and each assigned CLiF.</td>
<td>- Discussion and Completion of Calipso eval form</td>
<td>- Discuss progress on clinical growth goals from PGP meeting</td>
<td>Meet with same chosen PGP CLiF to discuss progress on clinical growth goals, preferably in July not June.</td>
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<td>- CLiFs communicate students of concern to Dir. Clinical Ed. (DCE)</td>
<td>- Professional development mentoring</td>
<td>- Do goals for clinical growth box in Calipso</td>
<td>- Professional development mentoring</td>
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<td>- Discuss progress on clinical growth goals, preferably in July not June.</td>
<td>DCE will coordinate next PGP meeting scheduled for beginning of fall semester</td>
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<td>- DCE coordinates students to choose a PGP CLiF from CLiFs they are assigned to for spring; schedule PGP for beginning of spring semester</td>
<td>- DCE does PGP w/ any students on probation. DCE communicates w/ fall CLiFs and also communicates concerns and goals to all assigned spring CLiFs.</td>
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<td>DCE will meet with any students on probation at least at beginning and middle of summer; will communicate areas of concern and remediation goals to assigned CLiFs.</td>
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<tr>
<td>2nd year cohort</td>
<td>Meet with same chosen PGP CLiF to do PGP meeting with early in semester</td>
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<td>• Review PEPS from spring and summer</td>
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<td></td>
<td>• Do goals for clinical growth in last semester</td>
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<td>• Professional mentoring</td>
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<td>• DCE does PGPs w/ any students on probation (w/summer CLiFs' input) and communications concerns and goals to assigned fall CLiF</td>
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<th>Midterm eval/check-in with each assigned CLiF:</th>
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<td>• Completion of midterm eval form; brief meeting between student and each assigned CLiF.</td>
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<td>• CLiFs communicate students of concern to DCE.</td>
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2nd year students are encouraged to schedule a meeting with a CLiF of their choice for final professional mentoring prior to going on internships.
CU Boulder SLHS Essential Functions document:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 9/17/13). CU- Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. See http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must possess skills and attributes in five areas: communication, motor, intellectual- cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be further developed during the course of the graduate program through coursework and clinical experience.

The graduate programs in audiology and speech-language pathology require the acquisition of professional attitudes, skills, and behaviors as well as the accumulation of scientific knowledge. Candidates for the MA-SLP and AuD degrees must have abilities and skills in the five areas outlined below. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program. All students enrolled in the graduate programs must demonstrate that they can meet the essential functions or requirements of the program with reasonable accommodations when necessary.

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

- Communicate proficiently in both oral and written English language.*
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

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

- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).
**INTELLECTUAL/COGNITIVE SKILLS:** A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions.

**SENSORY/OBSERVATIONAL SKILLS:** A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology, phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client’s family does or does not understand the clinician’s written and/or verbal communication.

**BEHAVIORAL/SOCIAL SKILLS:** A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.