

**University of Texas at Tyler**  
**Speech, Language, and Hearing Sciences**  
**Department of Rehabilitation Sciences**  
**COMD 5355: Clinical Practicum 2**  
**Spring 2026**

Instructor: Courtney Vinson, MA., CCC-SLP

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Class Times: Fridays from 9 am to 10 am in H104

Office Hours: In-Person in HSC D.255: by appointment

Departmental Review of Course Syllabus occurred December 2025

**UT Tyler Mission Statement**

UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public service, and advanced healthcare delivery.

**UT Tyler Vision Statement**

We aspire to be an impactful, values-centered institution unified in common purpose; a community that fosters opportunity, committed to providing a uniquely balanced student experience and improving the quality of human life.

**UT Tyler Shared Values**

In pursuing our mission, we, the faculty, staff, and students of UT Tyler, are guided by a shared collection of values:

- **Servant Leadership:** We put the needs of our students, patients, colleagues, and community, first.
- **Excellence:** We work collaboratively every day to be better and strive to establish and achieve exemplary outcomes.

- **Accountability:** We hold ourselves to the highest ethical standards and manage the resources of UT Tyler wisely.

### Resources to Assist You in This Course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office: PLinks to an external site.](#)rovides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing CenterLinks to an external site.](#)
- [The Mathematics Learning CenterLinks to an external site.](#)
- [UT Tyler PASS Tutoring CenterLinks to an external site.](#)
- [UT Tyler Supplemental InstructionLinks to an external site.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areasLinks to an external site.](#)
- [Robert Muntz LibraryLinks to an external site.](#) and [Library LiaisonLinks to an external site.](#)
- [Canvas 101: Learn to use Canvas, proctoring, Unicheck, and other software](#)
- [The Career Success CenterLinks to an external site.](#)
- [UT Tyler Testing CenterLinks to an external site.](#)
- [Office of Research & Scholarship Design and Data Analysis LabLinks to an external site.](#)

### Resources Available to UT Tyler Students

- [UT Tyler Counseling CenterLinks to an external site.](#)
- [My SSP App: Links to an external site.](#)24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages
- [Student Assistance and Advocacy CenterLinks to an external site.](#)
- [Military and Veterans Success Center Links to an external site.](#)(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food PantryLinks to an external site.](#)
- [UT Tyler Financial Aid and ScholarshipsLinks to an external site.](#)

- [UT Tyler Student Business ServicesLinks to an external site.](#): Pay or set up payment plans, etc.
- [UT Tyler Registrar's OfficeLinks to an external site.](#)
- [Office of International ProgramsLinks to an external site.](#)
- [Title IX ReportingLinks to an external site.](#)
- [Patriots EngageLinks to an external site.](#): Get engaged at UT Tyler.

#### Instructor Aims

1. Promote a positive learning environment for all students.
2. Provide learning opportunities that are appropriate for students from diverse backgrounds.
3. Provide learning opportunities that are appropriate for students with various learning styles.
4. Provide learning experiences that will expand and expound students' knowledge of diverse backgrounds as it relates to clinical practice.

#### Course Description

The goal of this course is to help students develop the required clinical and professional competencies to meet certification standards, and to develop as efficient and competent healthcare providers. Students will receive 100% supervision while working in the Speech, Language, and Hearing Clinic which is housed within the Family Practice Medicine Unit of the UTHSC. This practicum course is the second in a sequence of 6 clinical practicum courses. If a student does not pass the class the first time, they will remediate and retake this course again before moving to their next clinical practicum course.

#### Course Rationale

This course focuses on the clinical skills and knowledge needed for the assessment and treatment of patients across the lifespan, with a variety of disorders, and with a wide range of cultural and linguistic backgrounds. This course is divided into two components: (1) clinical practicum experiences in the UT Tyler Speech, Language, and Hearing Clinic and (2) clinical practicum class. Students will be assigned patients in the clinic and will be responsible for the planning and implementation of their speech therapy. Students will also participate in evaluations across a variety of disorders and age ranges. They will rotate through the audiology component of clinical practicum to gain valuable experience and knowledge about the audiology testing process. Clinical practicum seminar will be held

one hour weekly and will focus on the professional practice portion of clinic work. Topics will include licensure and certification, ethics, professional issues, clinical decision making, supervision, various clinical practical skills, and professional writing. Other topics will be included as indicated.

### Course Objectives/Competencies

There are many course objectives for the student practicum tied directly to ASHA's Knowledge and Skills Acquisition Standards, which are shown in Calipso. *Specific objectives will vary according to individual strengths and weaknesses of the student and his/her previous practicum experience.* Therefore, students are encouraged to monitor their progress in meeting semester by semester benchmarks for KASA Standards in Calipso. The overall objectives for the clinical portion of the course are for the student to (a) plan and implement an effective therapy program for patients, (b) demonstrate professional writing skills, and (c) conduct him or herself in a professional manner. The specific objectives for the lecture portion are for the student to:

- analyze, synthesize and evaluate knowledge regarding contemporary professional issues; cultural competency and diversity, and advocacy (Standard IV-G).
- analyze, synthesize and evaluate knowledge regarding certification, specialty recognition, licensure, and other relevant professional credentials (Standard IV-H).

### Assessment of Student Learning

These competencies will be measured through assignments in lecture (30% of the grade) and clinical performance (70% of the grade). So, the one practicum grade reflects the student's performance in both the lecture and the clinical portions of the class as judged by the Coordinator of Clinical Education and the student's clinical educators respectively.

- The faculty member of record for the lecture portion of the class bases the grade on the criteria stated in the class syllabus. The lecture portion (CANVAS assignments, class assignments, discussions, etc.) accounts for 30% of the total grade.
- Clinical educators base the clinical portion of the grade on the student's clinical performance using the CALIPSO portion of Performance Rating Scale shown in the table above. This constitutes 70% of the total grade. At mid-term of the long semesters and at the end of all semesters, each clinical educator provides a formal evaluation of the student's clinical performance in formative and summative format.

The formal evaluation includes the completion of Evaluation of Clinical Skills using the Supervision Performance Rating Scale in the CALIPSO web-based application. The

appropriate competencies are rated, and written comments accompany the Evaluation of Clinical Skills.

Each clinical educator discusses with the student his/her specific clinical strengths and weaknesses as documented on the Evaluation Form in CALIPSO.

The Coordinator of Clinical Education will not document student's clinical practicum grade until the student has verified all clinical hours at check-out with the Coordinator of Clinical Education. This point distribution is outlined in the syllabus for the clinical practicum course each semester.

### Instructional Methodology

Information for this course is primarily conveyed in-person classes, discussions, lectures, required readings, and demonstrations. Concepts are introduced during in person classes and lectures, readings, demonstrations, and in-class learning activities. Students receive guided and independent practice applying the concepts through in-class activities including such topics as: problem-solving and processing student clinical experiences, contemporary professional practice issues, ethics, accountability, effective communication, evidence-based practice, and professional duties as they apply in the students' immediate experiences in the Speech, Language, and Hearing Clinic.

***Technology*** is integrated into the instructional pedagogy through the use of the American Speech-Language-Hearing Association (ASHA) Practice Portal (a repository of clinical research articles), the ASHAwire (a repository of peer-reviewed journal articles published by ASHA), the Canvas learning management system, Studio, Zoom, and PowerPoint slides.

### Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. If you email me by 3:00 pm during the work week (Monday through Friday), I will respond the same day. If you email me after 3:00 pm during the work week, I will respond the following work weekday. If you email me after 3:00 pm on a Friday, you will not receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: **I have in-person office hours only.** See the Contact section at the top of this syllabus for days of the week and times. I meet with students in D.255 for office hours. I conduct office hours on a first come first serve basis individually and in groups depending upon how many students attend office hours on a given day and what their questions are. If you need to meet with me individually, please email me before office hours, so I can make time. Please come with questions.

**ATTENDANCE POLICY:** Class attendance is expected, as important material and learning activities will occur during class time. It is the responsibility of the student to get missed material from a fellow student should an absence occur. I will determine whether to round up borderline final course grades based on student attendance. If you are struggling with the material or feel discouraged in any way for any reason, please visit me during office hours. I am here to help you access the course material. I want every student to be successful.

**STRUCTURE OF CLASSROOM TIME:** Clinical practicum class will occur in several ways. Some weeks will focus on dissemination of information (lecture style) with a conversational tone and questions encouraged. Other formats will include demonstrations or practical experiences, guest speakers, Q&A, and Simucase debriefing.

**RESPONSIVENESS TO GUEST SPEAKERS:** Students are required to engage with guest speakers, prepare questions prior to the speaker's arrival, and give the speaker their full focus. Any inappropriate or unprofessional behavior during guest speaker experiences will not be tolerated. Please use these opportunities to ask thoughtful questions, build relationships, and learn from these experienced professionals.

**SIMUCASE:** Simucase will be assigned as part of the clinical practicum, either in a predictable manner as part of the clinic class curriculum or in an unpredictable manner in response to no show or cancellations in the clinic.

**GRAND ROUND POSTER PRESENTATION:** Each student will select one patient from their current caseload for a grand rounds poster presentation. To pass a grand rounds session, each student must score a minimum of 80% averaged across faculty raters. See the assignment for details.

**CALIPSO:** Each student is required to maintain an electronic portfolio of all the work completed in this class. The items to be included in the portfolio are shown below. Students will only receive full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline.

### SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

<b>Assignments</b>	<b>Percentages</b>
Lecture Portion	30%

Clinical Performance Ratings	70%
Total	100%

GRADE APPEALS: ***Within 7 days*** after I release a grade that a student wishes to appeal, the student must make a ***written (typed) appeal*** that includes a well-reasoned argument as to why the grade should be changed with concrete citations from the text and/or supporting course material. ***I will not consider written grade appeals received after the 7-day period. I will not consider grade appeals made in-person.***

TIMELINESS: Students are required to submit assignments as scheduled. If a student thinks they might miss an assignment because they are ill or caring for someone who is ill, please email me ***before*** the due date of the assignment. If the absence is due to a University sanctioned class field trip/athletic event and/or religious holiday, please let me know in email by Friday, September 5th at 5:00 pm. What is most important is that we regularly communicate. I want everyone to be successful.

STUDENT PREGNANCY AND PARENTING NONDISCRIMINATION POLICY: The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the [Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students](#)[Links to an external site.](#) and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the [Self-Reporting Form](#)[Links to an external site.](#) and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at:<https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/>[Links to an external site.](#)

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#)[Links to an external site.](#).

MILITARY AFFILIATED STUDENTS: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty

member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#)[Links to an external site.](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

**DISABILITY/ACCESSIBILITY SERVICES:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler>[Links to an external site.](#) and fill out the New Student application.

**ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES:** Any student with a disability who is accepted to the SLP graduate program must contact the Student Accessibility and Resources office (SAR) at UT Tyler as soon as possible.

The SAR coordinator will confirm whether the stated condition qualifies as a disability under applicable laws and will work with the program to determine what accommodations are reasonable in the Speech, Language, and Hearing Clinic.

**NO RECORDING OF CLASS LECTURES &/OR ACTIVITIES:** Due to the potential for HIPAA violations (as we will be discussing and reviewing current and/or past patients from the SLHC), students do not have my permission to audio or video record class lectures and/or activities.

**LIMITED USAGE OF CHATGPT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS:** Click here [Artificial Intelligence](#)[Links to an external site.](#) for UT Tyler's AI resources. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. Examples of citing AI language models are available at [https://subjectguides.uwaterloo.ca/chatgpt\\_generative\\_ai/aigeneratedcontentcitationLinks to an external site.](https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitationLinks to an external site.) You are responsible for fact checking statements composed by AI language models.

**ACADEMIC HONESTY POLICY:** UT Tyler expects students to do their own work on all graded material submitted for all program course requirements. ***Students guilty of knowingly***

***using, or attempting to use, another person's work as though the work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive at minimum a zero on the assignment and at maximum a grade of 'F' for the course.*** Such conduct may also constitute grounds for dismissal from the University. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the following website: [Chapter 8 of the UT Tyler Manual of Policies and Procedures for Student Affairs Links to an external site.](#)

GRADES: Clinical Practicum course grades are credit/no credit.

#### CLASS POLICIES:

1. **Tardiness:** Each class will start on time and end on time. Please arrive a few minutes before class so that I can begin on time.
2. **Electronic Devices:** Please silence your mobile phones and other signaling devices when you enter the room. No texting during class.
3. Please do not engage in conversation during the lecture. Doing so is distracting to the speaker and inconsiderate of others.

EMERGENCY MANAGEMENT: In the event of an emergency or natural disaster the campus community will be notified immediately through several means of communication. This includes Campus Alert E-mail, the University's website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System. [University of Texas at Tyler - Emergency Response, Fire Safety, False Alarm or Report, and SecurityLinks to an external site.](#)

#### Other General Information

1. Friday, November 14th is the Grand Rounds Poster Presentation at the UT Tyler Nursing Research Conference on Main Campus. We do not have class.
2. Friday, November 28th is the beginning of Thanksgiving break. We do not have class.

#### Required Materials

TECHNOLOGY: To participate in this course, students must have access to a laptop, tablet, or smart phone that can access Canvas and various internet sites during class. Students can share if necessary. If students need help with Canvas, please contact [UT Tyler Technology SupportLinks to an external site.](#)

#### REQUIRED READINGS:

Hegde, M. N. (2025). *Hegde's pocketguide to treatment in speech-language pathology (5th ed.)*. Plural Publishing.

Hegde, M. N. (2018). *Hegde's pocketguide to communication disorders (2nd ed.)*. Plural Publishing.

Hegde, M. N. (2025). *Hegde's pocketguide to assessment in speech-language pathology (5th ed.)*. Plural Publishing.

### Tentative Course Schedule

I reserve the right to modify the syllabus. All major modifications will be reviewed with students.

**Week 1 (January 16, 2026):** IDDSI; thickening liquids

**Week 2 (January 23, 2026):** Bedside swallow eval with oral mech exam

**Week 3 (January 30, 2026):** Dr Ted Willis, radiologist; MBSS review/case study

**Week 4 (February 6, 2026):** Simucase debrief (Dan-aphasia intervention)

**Week 5 (February 13, 2026):** Dr. Gohmert-otoscopic evaluations and hearing screening: How to

**Week 6 (February 20, 2026):** Aphasia guest speaker (via Teams)

**Week 7 (February 27, 2026):** Therapeutic ideas using basic therapy materials (toys and basic adult items)

**Week 8 (March 6, 2026):** Behavior management

**March 9-13: Spring Break (no class)**

**Week 9 (March 20, 2026):** Clinical supervision of SLPAs, students, and CFs; learning and feedback styles

**Week 10 (March 27, 2026):** Counseling role playing with Kyle O'Brien

**Week 11 (April 3, 2026):** Simu Case debrief

**Week 12 (April 10, 2026):** Registered Dietician- roles and responsibilities of RD; alternative means of nutrition

**Week 13 (April 17, 2026):** Students' Special Interests

**Week 14 (April 24, 2026):** Students' Special Interests