

COMD 5354: Clinical Practicum 1

Syllabus: Fall 2026

Instructor	Office location	Phone #	Email address	Office hours
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Course Description

During this three-credit-hour clinical practicum course, students begin completing part of the 400 hours of practicum required by the American Speech-Language Association, as a major requirement for certification in speech-language pathology. 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 enrolled in this clinical practicum, and will transition to the next in a sequence of 6 clinical practicum courses only after having successfully completed this practicum course. This course also includes a 1-hour weekly seminar.

Required textbooks:

- 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.

Course Objectives/Competencies

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 themselves in a professional manner.

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 seminar (one hour weekly).

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.

The course objectives for the practicum student are tied directly to ASHA's Knowledge and Skills Acquisition Standards, which are shown in Calipso. Students are encouraged to monitor their progress in meeting semester by semester benchmarks for KASA Standards in Calipso.

These include:

Standard IV-C: The [student] must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic cultural correlates in the following areas:

- Speech sound production (including articulation, motor planning and execution, phonology, and accent modification)
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (including phonology, morphology, semantics, pragmatics, prelinguistic communication, paralinguistic communication, and literacy in speaking, listening, reading, and writing)
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan
- Cognitive aspects of communication (including attention, memory, sequencing, problem solving, and executive functioning)

- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)

Standard IV-D: The [student] must have demonstrated current knowledge of the principles of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Standard IV-E: The [student] must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The [student] must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The [student] must have demonstrated knowledge of contemporary professional issues including trends in professional practice; academic program accreditation standards; ASHA practice policies and guidelines; service provision that aligns with unique case histories, values, and circumstances of the individuals, families, and/or communities; legal policies; and reimbursement procedures.

Standard IV-H: The [student] must have demonstrated knowledge of entry-level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-A: The [student] must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice (including Speech and Language skills in English, consistent with ASHA's position statement on students and professionals who speak English with accents and non-standard dialects).

Standard V-B: The [student] must have completed a program of study that included supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in each of the major disorder classifications)

1. Evaluation

- a. Conduct screening and prevention procedures, including prevention activities
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
- d. Adapt evaluation procedures to meet the needs of individuals receiving services
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- f. Complete administrative and reporting functions necessary to support evaluation
- g. Refer clients/patients for appropriate services

2. Intervention (must include all skills outcomes listed below for each of the 9 major areas)

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- d. Measure and evaluate clients'/patients' performance and progress
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- f. Complete administrative and reporting functions necessary to support intervention
- g. Identify and refer clients/patients for services as appropriate

Course Schedule

This schedule is tentative, and is subject to change. All major modifications will be reviewed with students and sent in writing.

Week	Date	In-class	Assignments (Due by Thursdays 11:59pm)
1	8/28	Clinical procedures, forms, HIPAA, FERPA, professionalism with Mrs. Vinson	• HIPAA simucase • Read clinical handbook and sign off on agreement • BLS/CPR certification upload • Undergrad observation hours: input into Calipso • Undergrad observation hours: upload record on Calipso due 9/3
2	9/4	Demonstration: Reviewing a medical record/chart review in epic; Case history and interviewing process	create case history/chart review form (when reviewing the chart, what is the important information that I'll need to know prior to meeting the patient?) due 9/10
3	9/11	SPEAK OUT! Tutorial/Mock session with Mrs. Wilkins	Complete online SPEAK OUT! Training due 9/17
4	9/18	Guest speaker: Psychology	
5	9/25	Professional Ethics and Responsibility	• CITI training due 10/1 • Reminder: Thursday 10/1 5:30-7pm: Aphasia support group
6	10/2	Aphasia support group debrief with Mrs. Wilkins	
7	10/9	Demonstration/Discussion: levels and types of cueing	
8	10/16	Guest speaker: Occupational therapy	
9	10/23	Pediatric structured vs unstructured evaluations	Upload your flu shot record to Calipso! Due 10/29
10	10/30	Insurance and reimbursement systems	Grand rounds poster content word draft due 11/5
11	11/06	Demonstration/discussion: Goal writing	Grand rounds poster draft due 11/17
12	11/13	Debrief Simucases	Grand rounds final posters due 11/19
13	11/20	Guest speaker: Physical therapy	
14	11/27	Thanksgiving- No class!	
15	12/04	Debrief Simucases	due by 12/4 by 5:00pm: ALL CALIPSO UPLOADS

16	12/7	MONDAY: clinic check out/end-of-semester meetings with Mrs. Vinson & Dr. Melamed	
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Assessment of Student Learning

The progress toward course competencies will be measured through assignments in lecture (30% of the grade) and clinical performance (70% of the grade). The total clinical practicum 1 course 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(s) of record for the lecture portion of the class base 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 submit 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.

Course Policies

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.

How to Label the Documents You Upload to Calipso

Document	Example
Syllabus	SmithJ_Syllabus
Grand Rounds Poster Presentation	SmithJ_GrandRounds_1

OFFICE HOURS: We 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 individually, please email the instructor(s) before office hours, so we 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 the instructor(s) during office hours. We are here to help you access the course material. We want every student to be successful.

SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
Lecture Portion (assignments, Grand Rounds)	30%
Clinical Performance Ratings	70%
Total	100%

GRADE APPEALS: ***Within 7 days*** after the grade is released, 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.

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 the instructor(s) **before** the due date of the assignment.

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.](#).

University Policies and Information

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with [Military and Veterans Affairs](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A

grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the

Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 a history of modifications or accommodations in a previous educational environment, you are encouraged to visit [UT Tyler accessible learning](#) and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the [SAR webpage](#), the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military and Veterans

UT Tyler honors the service and sacrifices of our military-affiliated and veterans 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 Affairs](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the [Student Manual Of Operating Procedures \(Section 8\)](#).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [UT Tyler's Policy 7.01: Family Educational Rights and Privacy Act](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to UT Tyler's [Excused Absence for Religious Holy Days](#) as noted in the Catalog.

Absence for Pregnant Students

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 and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [UT Tyler Campus Concealed Carry Policy webpage](#).