

COMD 5670: Advanced Clinical Practicum 1

Syllabus: Fall 2026

Instructor	Office location	Phone #	Email address
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Course Description

During their fifth semester, graduate students will transition to external practicum sites to deliver diagnostic, treatment, and prevention services at extern sites for a substantial part of the work week.

Course Expectations

On Mondays, Mrs. Vinson will be available in her office from 11-12pm after the morning class. She is available again from 4-5pm after the afternoon class. On Thursdays, Mrs. Vinson will be available from 5-7pm for any student needs.

Should you like to have a Teams conference, please send her a message on Teams to initiate a call. Students also have Mrs. Vinson's cell phone number, and can call with urgent or time sensitive issues.

Tuesday, Wednesday, Thursday, and Friday of each week, you will be expected to attend your assigned externship placement. Each student must coordinate individually with their site placement supervisor to obtain exact daily schedule and apparel expectations.

The general expectation is that you will be at your site placement whenever your supervisor is at your site placement. While we cannot require you to attend your site placements on days that UT Tyler is closed, we strongly recommend that students attend their externship if they are available to. On days if/when your site placement supervisor is not available or is not at work, you may not go either.

You cannot see your supervisor's patients if your supervisor is not on-site.

Your site placement supervisor is expected to supervise you directly at least 25% of the time, though we recommend they supervise you at a higher rate.

Absences: Students are obligated to notify both the clinical externship supervisor and the Coordinator of Clinical Education of illness prior to the absence. Students are not permitted to miss clinical externship for any other reason outside of unexpected illness or family emergency. Excessive absences will be met with disciplinary action. Students have been instructed to not ask

for time off from externship for personal, educational, or vocational reasons. The Coordinator of Clinical Education should be notified immediately if a request is made.

Course Objectives/Competencies

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

The goal for clinical externship is a real-world, job simulation experience in which students can fully immerse. Therefore, the goal is to have students fully take over their supervisor's caseload (with direct supervision, of course) by the end of their clinical rotation.

KEY DATES:

August 25, 2026: First Day of Fall 2026 Clinical Externship

October 9, 2026: Midterm Evaluations due (face-to-face and in CALIPSO)

November 20, 2026: Last Day of Fall 2026 Clinical Externship (final evaluations due in CALIPSO and face-to-face completed)

The week-by-week expectations for students' transition of responsibilities from supervisors is outlined below:

Week	Student Responsibilities	Supervisor Responsibilities
1-2	Orientation, shadowing, learn EMR, data collection, participation in sessions with supervisor leading	Direct modeling, frequent feedback, direct instruction
3-5	Begin planning and conducting therapy sessions; note writing; assist with evaluations and complete portion of evaluation under direct supervision; emerging critical thinking skills and clinical decision making; interviewing skills improving	Shared sessions, coaching
6-8	Lead majority of sessions; plan sessions with minimal revisions needed; complete treatment notes IND; complete and document evaluations with some assistance needed; minimal assistance needed during patient interviewing	Review plans and documentation; occasional intervention
9-10	Manage majority of caseload; IND write therapy notes, progress notes; lead case conferences or ARD with supervision; critical thinking and problem solving nearly IND with occasional correction or support	Consultative
11-14	Full caseload management with consistency; complete all documentation IND; supervisor observes but rarely needs to intervene; student demonstrates critical thinking, clinical decision making, and problem solving	Supervision only

Course Policies and Grading

The progress toward course competencies will be measured through your Grand Rounds assignments (30% of the grade) and your externship site placement clinical performance (70% of the grade).

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
Grand Rounds Poster Presentations	30%
Externship Site Placement Performance Ratings	70%
Total	100%

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](#).