

SOUTHEASTERN LOUISIANA UNIVERSITY
COMMUNICATION SCIENCES & DISORDERS 611
Intermediate Clinical Practicum In Communication Disorders
CREDIT: 3 HOURS

INSTRUCTOR: Assigned Southeastern Supervisor

OFFICE: Campbell Hall; Phone: 985-549-2214; Office hours posted

PREREQUISITES: CSD 510, 617, and 100 clinical hours (See Clinic Handbook for additional information)

REQUIRED TEXT: *SLU Student Clinician Handbook*

Assigned Child-Oriented Readings

OPTIONAL TEXT: National Student Speech- Language-Hearing Association (2004) *Communication sciences Student survival guide*. Rockville, MD: American Speech-language Hearing Association.

COURSE DESCRIPTION:

Designed for graduate students in good standing performing at an intermediate level of clinical competency and who are seeking licensure and/or certification as speech-language pathologists. Students are assigned clients in a school or facility that predominately serves children. Emphasis is placed on all aspects of the client's remediation/rehabilitation program. Clinical staffings are a required component of the course. Seven hours of practicum a week. May be repeated for credit.

COURSE OBJECTIVES:

Upon completion of this course, the student will develop those clinical skills at an intermediate level of competency with children.

KNOWLEDGE OUTCOMES:

Knowledge acquisition is based on the required amount of supervision needed by the student to provide effective clinical services for clients.

SKILLS OUTCOMES: The expectation is that there will be direct and moderate supervision as reflected in the Cognitive Behavioral Scale (CBS) indicators. Supervision will be varied throughout the semester depending on the needs of the student clinician.

1. Practice within the ASHA Code of Ethics and other standards and policies of the profession. (IV-G 3d.)
2. Understand and practice infection control (Universal Precautions) policies and procedures as designated by the assigned facility. (IV-G 2 b.)
3. Collect and integrate case history information into intervention plan and obtain any additional pertinent history information from client/parent/relevant others. (IV-G 1 b.)

4. Communicate effectively recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client and relevant others. (IV-G 3a.)
5. Appropriately select and administer three or more standardized or non-standardized assessments. (IV-G 1c. & d.)
6. Administer pure-tone hearing screenings. (IV-G 1 c.)
7. Correctly score, analyze and interpret assessment protocols. (IV-G 1 e.)
8. Synthesize all assessment information to identify, diagnose, and determine the severity of communication disorders and make appropriate recommendations/referrals for appropriate services. (IV-G 1 e.)
9. Provide counseling and recommendations to the client and family members in a professional yet supportive manner. (IV-G 3 c.)
10. Write and implement measurable and achievable long and short-term goals that are appropriate for the disorder, severity, and cognitive level of the client. (IV-G 2 a. & f.)
11. Involve client and relevant others in the intervention process. (IV-G 2 b.)
12. Develop and/or select appropriate materials, resources, instrumentation and intervention strategies to achieve maximal functional communication skills. (IV-G 2 c.)
13. Utilize behavior management strategies, including environmental modifications, use of reinforcements and behavioral programs, for individual and group sessions. (IV-G 2 b.)
14. Collect, analyze, and interpret data every session to determine progress and modify intervention as needed. (IV-G 2 d. & e.)
15. Self-evaluate clinical skills and modify intervention accordingly. (IV-G 2 e.)
16. Collaborate with the client, relevant others, and other professionals to assist client with transfer of skills. (IV-G 2 b. & 3 b.)
17. Write professional reports as required that adhere to the facility's format and guidelines. (IV-G 2 f.)
18. Determine the need for continued services or referral to other professionals. (IV-G 2 g. & 3 b.)
19. Communicate intervention progress and recommendations to the client/parent in a final conference. (IV-G 3 c.)

COURSE REQUIREMENTS: See Student Clinician Handbook “Field-Based Practicum: Student Clinician Responsibilities” section for additional information.

1. Students generally perform 15-18 contact hours per week, earning an average of 120-180 contact hours, but all students must accrue a minimum of 100 contact hours.
2. Comply with all policies and procedures of the satellite facility.
3. Obtain syllabus and/or reading list provided by the off-site supervisor and complete assigned readings.
4. Adhere to regular and punctual attendance for all scheduled sessions.
5. Attend required staffings and/or inservices of the facility.
6. Demonstrate adequate and efficient planning for all clinical sessions.
7. Meet with site supervisor on a weekly basis for supervisory conference and staffing of cases.
8. Accurately and efficiently maintain client records required by facility.

9. Attend all scheduled meetings and staffings at Southeastern.
10. Schedule an appointment to meet with the university supervisor subsequent to his/her visit.
11. Keep accurate record of clinical contact hours using the Excel program.
12. Maintain Clinic Hour Tracking form and turn in biweekly or as required by your Southeastern supervisor.
13. Turn in the semester hours documentation promptly at the end of the semester to the clinic director.
14. Completion of portfolio requirements.
15. Students will be required to complete a criminal background check and will be responsible for any costs incurred.
16. Students may be subject to random drug testing.
17. Students will be required to provide documentation for all health requirements as described in the clinic handbook.
18. ***Students must use official university e-mail accounts to communicate information about curriculum, classes, assignments, or other important information. Students are expected to check their official e-mail accounts on a frequent and consistent basis for information about this course, and when communicating with the instructor. It is the student's responsibility to report any problems with e-mail accounts or access to e-mail to the Help Desk.**
19. ****Students will be assessed a \$50.00 clinic lab fee for each clinical course.**
20. At the end of every semester, attach a copy of the completed Clinical Skills Competency Checklist to the End of Term CBS evaluation form. The original is to be maintained by the student.

COURSE OUTLINE:

- A. Review of:
 1. Professional practices
 2. Professional ethics
 3. Professional accountability
 4. Legislation related to professional practice; state and federal regulations
 5. Licensure and certification
 6. Infection control
- B. Special clinical topics related to child clients may include:
 1. Alternative delivery models
 2. Technology:
 - a. Augmentative communication devices
 - b. Speech instrumentation
 - c. Computer software
 3. Dysphagia therapy
 4. Professional reports as related to diverse settings.
 5. Multicultural issues related to diagnostic and therapeutic procedures.

PROFESSIONAL STANDARDS:

1. Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.
2. Students must demonstrate proficiency in written composition as written communication skills are basic to teaching. The essay component of reports will be graded on correctness of grammatical usage, word choice, and spelling, as well as content.
3. Students must follow the rules of the publication manual of the American Psychological Association (APA) (5th edition) in citing references.
4. Students should consult the current catalogue for information regarding the last day to drop or resign from the university without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue university work prior to the end of the semester.
5. Students will not be given make-up exams or assignments without a valid written excuse for the absence.
6. Student Behavior/Class Decorum- Free discussion, inquiry and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line". In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.

FORMATIVE EVALUATIONS:

Portfolio Requirement: Student is required to meet with the Southeastern liaison supervisor to complete KASA checklist prior to the end of the semester. The following items are required for your portfolio: Cognitive Behavioral System of Supervision (CBS) midterm and end- of-term evaluations; final clinical clock hour tracking form; and two products (i.e., progress report, lesson plan, home program, etc.) from each clinical level (i.e., beginning, intermediate and advanced).

CBS Evaluations: Each student is given a mid-term and final evaluation by the clinical supervisor, using the Cognitive Behavioral System of Supervision. Evaluation is based on an advanced level of clinical competency. Competency is scored on a scale of 1-5, which is then translated into a letter grade. See the Student Clinician Handbook for a complete list of key to clinical competency for grading. In the event a grade of a B or better is not earned, the student must repeat the practicum until a B or better is earned. Students must earn a C or better to apply clinical contact hours earned in that practicum toward certification requirements.

Key to Clinical Competency:LEVEL Intermediate: 100-200 clinical hours

Amount of Supervision	Quality of Performance
5 = Very good. General direction is given by the supervisor at the request of the clinician, or no assistance was given.	5 = Very good. Adequately implements the clinical skill/behavior. Beginning to demonstrate some independent and creative problem solving.
4 = Good. General direction is initiated by the supervisor.	4 = Good. Displays minor technical problems which do not hinder the therapeutic process.
3 = Satisfactory. Minimal specific assistance/guidance/direction is initiated by the supervisor.	3 = Satisfactory. Inconsistently demonstrates the clinical behavior. Exhibits awareness of the need to monitor and adjust and makes changes. Modifications are generally effective.
2 = Less than satisfactory. Specific assistance and/or demonstration is needed, with follow-up prior to the session.	2 = Less than satisfactory. The clinical skill/behavior is beginning to emerge. Efforts to modify skill may result in varying degrees of success.
1 = Poor. Additional learning experience/practice/role-playing is necessary. Maximum supervision is required.	1 = Poor. Implements the skill with difficulty. Efforts to modify are generally unsuccessful.

Grading Scale: 4.5 - 5.0 90 -100% = A
 4.0 - 4.4 80 - 89% = B
 3.5 - 3.9 70 - 79% = C
 2.9 - 3.4 58 - 69% = D
 Below 2.0 Below 58% = F

Proficiency Expectations

Students must demonstrate the expected proficiency level for each CSD knowledge and skill requirement, as determined by the academic instructor or clinical supervisor. In the event a grade of “B” or better is not earned, the student must repeat the practicum until a “B” or better is earned. Students must earn a “C” or better to apply clinical contact hours earned in that practicum toward certification requirements. If student performance for an individual requirement is below expectations, instructors/supervisors will implement improvement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answers
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Directed practice of clinical skills
- Additional clinical practicum experience

Participation in improvement work does not ordinarily lead to a grade change. When a student

has satisfactorily completed the improvement work, the instructor/supervisor will initial the relevant statement on the student's portfolio summary form. If a student does not satisfactorily complete the required improvement work before the end of a course/clinical practicum, the grade of "I" may be given, and the Academic Review Committee will be notified.

Field-based clinicians' letter grade is computed as follows:

Site supervisor will complete CBS End of Term Evaluation with **recommended grade**.

The Southeastern "Pass/Fail" grade is based on the following:

Attendance, participation in staffings, presentation at clinical staffings, timeliness with paper work, use of Excel for all Monthly Attendance Records and other course requirements, communication with Southeastern supervisor/clinic director, observation reports of Southeastern supervisor, and general professional behavior.

If a grade of **"Fail"** is earned, the recommended grade by the off-site supervisor will be dropped by one letter grade.

Disabilities Statement: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 202, Student Union.

ATTENDANCE POLICY:

Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the university. Each instructor will keep a permanent attendance record for each class. These records are subject to inspection by appropriate college or university officials.

An absence must be considered excused if it is for one of the authorized activities listed in the section "Southeastern Attendance Procedures" and the procedures detailed in that section have been followed. An absence may also be considered excused if deemed so by the instructor. When any student receives excessive unexcused absences in any class prior to the established withdrawal date, the instructor may withdraw the student with a grade of W.

ACADEMIC INTEGRITY:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

CALENDAR:

	Classes/Clinic Begin
	Midterm Evaluations Due
	Last day to withdraw or resign from the University
	Final Evaluations Due
	Last day of Classes/Clinic
	Final Examinations

****Consult with your clinical supervisor to determine the ending date for your clinic.**

REFERENCES

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