

**GOVERNORS STATE UNIVERSITY**  
**COLLEGE OF HEALTH AND HUMAN SERVICES**  
**DEPARTMENT OF**  
**COMMUNICATION DISORDERS**



**COMMUNICATION DISORDERS**  
**PRACTICUM MANUAL**

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## **PREFACE**

As a practicum student in the Department of Communication Disorders (CDIS) at Governors State University (GSU), you are participating in one of the most innovative clinical education programs in the United States. GSU was the first and now is one of the few programs in the country accredited by ASHA's Council on Academic Accreditation (CAA) that does not have a speech-language-hearing clinic on campus. Since the founding of GSU in 1969, its goal has been to provide affordable baccalaureate and master's degree education for students who began their college careers in community colleges. In an effort to stay affordable and provide students with experience in the real world, the University's goal has been to use the resources of the GSU community. Situated in the southern suburb of University Park, GSU's community includes the Chicago metropolitan area, northern, southern, and western Chicago suburbs, Kankakee, Joliet, and several cities in northwest Indiana. Clearly, the clinical resources in these areas are great. To arrange learning experiences for our students that will allow them the opportunity to observe and participate in the clinical services provided in this huge community has been a major goal of our program.

Although GSU's program is relatively unique, our expectations for our site supervisors and students are what every program desires. We want supervisors who enjoy sharing their clinical expertise and who see practicum students as future colleagues. We want students who delight in learning in that collegial atmosphere and who wish to apply their class learning to the benefit of communicatively impaired clients. Through the sequence of completely community-based practicum experiences, our students, with the guidance of experienced clinicians, come to know and appreciate the real-world requirements, joys, and challenges of becoming a speech-language pathologist.

**NOTE: All information and forms relevant to practicum are available on the CDIS Practicum Webpage.**

## **General Requirements and Expectations**

GSU students will participate in three speech-language pathology practicums. Students will complete one speech-language pathology practicum per semester. Students will be afforded opportunities either prior to or during their practicum sequence to participate in prevention activities both in speech-language and/or hearing as part of departmental requirements. Through the course of clinical experiences, students work toward fulfilling the clinical hours and skills required by the Illinois State Board of Education (ISBE) as well as by the American Speech-Language-Hearing Association (ASHA). CDIS's practicum requirements meet or exceed standards established by both.

## **The Director of Clinical Education**

CDIS has one professional staff member serving as Director of Clinical Education. It is her job to help plan each student's practicum sequence, clarify practicum processes and requirements, and secure practicum placements and schedules. It is imperative that students remain in contact with the Director of Clinical Education throughout their practicum sequence.

## **The Clinical Team**

The Department maintains a Clinical Team. The Clinical team is a component of the broader Student Review Committee that is chaired by the department chairperson. The committee regularly reviews CDIS students --regardless of practicum status--at its scheduled faculty meetings. The Student Review Committee assists students, faculty, supervisors, and the Clinical Team in the development of appropriate recommendations, when needed. The Clinical Team serves as the primary support for students, site supervisors, and GSU university supervisors in the practicum experience.

The Clinical Team is led by the Director of Clinical Education. Other members include the department's supervisors/liasons and, when necessary, each student's academic advisor or other appropriate faculty member.

The purposes of the Clinical Team are (1) to recommend practicum policies and procedures to the Department and (2) to work with students experiencing difficulty in practicum to promote their success. The Team works with each student to identify needs and processes for development as clinicians. The Team recognizes that each student's circumstances and needs are different and seeks to individualize its support strategies.

More information about the Clinical Team is available in the Department of Communication Disorders Graduate Student Handbook ([http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=6430](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430)).

## **Prerequisites for Commencement of Practicum**

In order to qualify for practicum placement, you must fulfill the following criteria. Please make note of the following chronology:

1. Have degree-seeking graduate status and a cumulative GPA of 3.0 or higher;
2. Have an approved Student Study Plan (SSP) as per your designated graduate academic advisor;
3. Complete all required undergraduate and graduate didactic coursework on your SSP with a cumulative GPA of at least 3.0 in graduate CDIS courses. No more than one "C" in graduate didactic CDIS courses is acceptable;
4. Submit a practicum request (Request for Practicum in Communication Disorders) at least **12 to 18 months in advance** of commencing practicum;
5. Apply for and be admitted to graduate candidacy **at least one semester prior** to the practicum sequence;
6. Be approved to take and pass the Qualifying Examinations or have an approved thesis/project proposal (thesis option);
7. Demonstrate through your classroom behavior and interactions with faculty and other students that you are a mature, responsible individual whose clinical relationships would be beneficial to clients and to you;
8. Receive permission from the Director of Clinical Education once all the aforementioned requirements are in order.

## **Required Documentation for Fieldwork Experiences**

Once you have received permission from the Director of Clinical Education to commence practicum, you **must** submit the **Required Preparation for Fieldwork Experiences** form (available on the practicum webpage), attach all required documentation, and submit these documents to the Director of Clinical Education.

Students should be aware that some practicum sites require documentation prior to the confirmation of a practicum placement. Consequently, you may be required to submit certain documents far in advance of your first practicum placement. You may also need to renew prerequisite documentation if your practicum experience extends beyond one year.

Additional fingerprinting and drug testing requirements are at the discretion of the practicum site. Students should review the **Practicum Site Requirements** binder in the CDIS office for any additional site requirements.

The department's Director of Clinical Education will notify you if any of the aforementioned circumstances apply to you. Please submit your completed pre-practicum packet by the following dates:

**Qualifying Exam Term:**

Fall  
Spring  
Summer

**Submit required documents by:**

First full week in April  
First full week in September  
First full week in January

**Professional Liability Insurance**

***Approximately one month*** after your academic courses begin and during the entire time you are enrolled in practicum, you must have proof of professional liability insurance.

Proof of Liability Insurance must indicate \$3,000,000 aggregate/\$1,000,000 per incidence. A copy of the Declarations page specifying aggregate/incidence amounts is required. A copy of **payment only** is not acceptable.

**Note: You will not be allowed to participate in the required prevention activities or to register for practicum without proof of professional liability insurance.**

Insurance is available to you through ASHA's insurance carrier, Marsh Affinity Group Services. Call them at (800) 503-9230 or obtain more information on ASHA's website at <https://www.personal-plans.com/asha/welcome.do>.

However, to be eligible for Marsh Affinity's group rate, you must be a member of the National Student Speech-Language-Hearing Association (NSSLHA). If you do not wish to join NSSLHA, you may purchase liability insurance through another carrier.

**Criminal Background Check**

***Approximately one month*** after your academic courses begin and during the entire time you are enrolled in practicum, you must have a completed criminal background check on file.

The College of Health and Human Services requires students to use **Certified Background** as the provider for criminal background checks. Other background agency services **are not** accepted at this time.

Certified Background is a background check service that allows you to purchase your own background check. The results of a background check are posted to the Certified Background website in a secure, tamper-proof environment, where the student, as well as the Department of Communication Disorders, can view the results. The initial cost to the student is \$39.00. The cost of a background recheck is \$30. The direct link to their site is <http://www.certifiedbackground.com/>.

**Note: You will not be allowed to participate in the required prevention activities or to register for practicum without a completed criminal background check.**

### **Steps for completing a background check:**

1. Go to [www.CertifiedBackground.com](http://www.CertifiedBackground.com).
2. Click on the **Students** link found on the right side of “Order Now.”
3. In the Package Code box, enter the package code for GSU:
  - a. Go06 for initial background check.
  - b. Go06re for background recheck.
4. Select a method of payment.

Fingerprinting and drug testing also are available through Certified Background. Contact the Director of Clinical Education for further information.

### **Practicum Experiences**

Since all of our practicum sites are community-based, we adhere to several guidelines when selecting practicum sites. We select practicum sites that provide exposure to caseloads with both children and adults. Sites must be capable of generating the minimum number of direct clinical contact hours required by our department within a specified timeframe.

A number of factors play into your scheduled practicum experiences. These include but are not limited to the availability of a site supervisor for a requested site, the site supervisor’s schedule during the term you are placed, and the availability of a GSU supervisor assigned to you to complete the required onsite visits. Please note the following:

1. Students should be aware that the each practicum experience is considered a **full-time** experience.
2. During each practicum experience students will maintain the same daily and start/end time schedule as the site supervisor. The student **must** discuss any adjustments to the schedule with the Director of Clinical Education. Any adjustments **must** be approved **before** the start of the practicum.
3. If employment is necessary, the student’s employment schedule **should not** interfere with the practicum experience.
4. If you have a vacation or family event planned **before** your confirmed placement, you **must** contact the Director of Clinical Education at least 60 days in advance, apprising her of the proposed dates for the vacation/event. Approval for time off is not guaranteed.
5. A student’s personal plans **must not** interfere or alter the proposed practicum or proposed sequence. Problems may occur if the specific practicum may need to be extended.

## **Practicum Assignments**

The geographical location of your primary residence/community and specific location requests are considered when choosing practicum sites. It is not always possible, however, to secure assignments near a student's home or at a specific site. Availability is at the discretion of the practicum site. The practicum locations are generally within 35 miles of a student's primary residence.

## **Major Clinical Experiences in Speech-Language Pathology**

### **Practicum in Speech-Language Pathology: Special Populations (CDIS 8810):**

This practicum in speech-language pathology provides the student with experiences working with special populations (see CDIS Syllabus 8810). It is typically an eleven-week experience, which includes one week of observation. Typical practicum settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally-disabled adults and children. Patient populations may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment.

### **Practicum in Speech-Language Pathology: School Setting (CDIS 8820):**

The public school experience (see CDIS Syllabus 8820), enables the student to screen, diagnose, and provide therapy for school-age children. The public school practicum is typically a thirteen-week experience, which includes one week of observation. The public school practicum is most often carried out in elementary schools. However, the department and University maintain affiliations with junior and senior high schools as well.

The public school practicum **is not** available in the Summer term.

### **Practicum in Speech-Language Pathology: Medical Setting (CDIS 8830):**

The medical setting practicum (see CDIS Syllabus 8830), enables the student to gain skills necessary for providing speech-language services in healthcare environments. The practicum is typically an eleven-week experience, which includes one week of observation. The experience may take place in a hospital, nursing home, or other health facility.

### **Prevention in Speech-Language and Hearing:**

Before initiation of or during the practicum sequence, students will be required to participate in one or more prevention opportunities. A minimum number of hours are required.

Prevention opportunities may be announced via e-mail, posted sign-up sheets, and/or obtained through specific CDIS courses. It is the student's responsibility to apprise the Director of Clinical Education and obtain approval of any prevention opportunities as they might occur during an individual practicum experience.



### **Hearing and Aural Rehabilitation:**

Students may also gain clinical hours in **Hearing** through their individual placements. These hours will be credited as part of the hours required in the area of **Hearing**.

### **Internship (CDIS 8800):**

If the student has not met the clinical hour, skill development, or prevention activity requirements at the completion of the Major Clinical Practicum Experiences, the student **will be required** to register for CDIS 8800, Internship in Communication Disorders. The Director of Clinical Education will determine how much and what type of experience the student still needs. CDIS 8800 is offered for one to eight credits. Generally, students will register for one credit for each 15 hours of required practicum time.

Enrollment in **CDIS 8800** is also required when a student needs a minimum number of academic hours to fulfill certain requirements. Examples of such requirements include:

- SSD scholarships
- Other student loan requirements
- Maintenance of parent health insurance

**It is the student's responsibility to apprise the Director of Clinical Education of these needs.**

### **Course Authorizations**

The CDIS office administrator authorizes students to register for practicum by e-mail according to the practicum **in which they are or will be** assigned. Notification takes place within the month of or the month preceding the practicum course in which the student will be participating.

**You must register** for practicum courses in a timely manner after you are authorized to do so. Your entire sequence may be delayed if you do not register for classes by the deadline. There is no assurance that the Registrar will permit late registration.

### **Practicum Confirmations**

Each student will receive confirmation of their particular placement and/or assignment via e-mail. E-mail confirmations **will be** the primary way in which students will be apprised of their placements. It is critical that students keep their e-mail addresses current. **Any changes** to or problems with addresses post their initial entry into the program must be sent to the CDIS office administrator immediately.

Students should be aware that not all confirmations are received at the same time. Students will be informed of their placement confirmation by the Director of Clinical Education within a timeline which allows them to register for their placement and contact their supervisors in a timely manner.

## **Practicum Supervision**

### **GSU Supervision:**

Students will also be assigned a university supervisor (“GSU supervisor”). Authorizations to register reflect the GSU supervisor to which you are assigned. She/he is the **liaison** between the site and GSU. The GSU supervisor will contact you prior to or shortly after your assignment begins.

**You must** respond to any contact from your GSU supervisor within **two business days** of the initial contact, even if your response merely indicates that you received their e-mail. Timely contact with your GSU supervisor is a **necessary** component of the practicum supervisory process.

Your GSU supervisor will schedule up to **three** on-site visits **or more** during your clinical experience. The GSU supervisor will provide you with both verbal and written feedback during your clinical assignment.

### **Site Supervision:**

Students will also be directly supervised by the cooperating speech-language pathologist on site ("site supervisor"). Once the student placement confirmation is received, it is the student’s responsibility to contact the site supervisor within **2 to 4 weeks** of their start date. Your supervisor’s name and contact information will be on the e-mail confirmation you receive. Any additional requirements for a particular site will be accompany the e-mail site confirmation.

**Please Note:** You will **not** be assigned to a site supervisor with whom you have worked previously, or anyone who is a friend or relative. We as a Department must maintain clinical *objectivity* as a Department goal.

#### **► Speech-Language pathology site supervisors are required to:**

- hold at least a master’s degree and ASHA certification in speech-language pathology;
- have at least one year of clinical experience beyond the Clinical Fellowship Year (CFY);
- hold Illinois or Indiana licensure, if working in the public schools;
- be employed at least one year at the practicum site;
- be on the premises at all times that the student is present, including if students travel to multiple sites; and
- be willing to provide direct hands-on clinical training to students

### **Observation Visits by University Supervisor**

The university supervisors will visit each practicum site to assess the overall level of competence of the student clinician. Feedback will be provided at the

conclusion of the observation. The university supervisor will arrange a mutually agreeable observation schedule with the site supervisor.

The university supervisor will:

- Discuss the progress of the practicum student with the site supervisor(s).
- Review the student's lesson/treatment plans.
- Observe the student's therapy and/or diagnostic sessions, and provide oral and written feedback. The supervisor may find the Detailed Individual Session Evaluation Form helpful.
- Discuss the progress of the practicum with the student.
- If appropriate, discuss the single-subject project.
- Monitor the accumulation of clinical contact hours.
- Serve as a liaison between the student and the Department of Communication Disorders regarding questions pertinent to the total practicum experience.
- Serve as a liaison between the student and the staff at the site in regard to specific problems that may arise during the experience.
- Be available for phone calls or e-mail correspondence concerning specific questions and/or clarifications.
- Collaborate with the on-site supervisor in completing midterm and final evaluations.
- Maintain a log of supervisory visits (Practicum Site Visit Log).

### **Practicum Hours**

As a CAA-accredited program, the department ensures you meet practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) as well as requirements for licensure and ISBE certification. Thus, you will meet the following requirements for practicum hours:

**Total Client Contact.....400 hours**

Supervised Clinical Observation.....25 hours  
Client/patient contact.....375 hours

- 325 hours **must** be at the graduate level in Speech-Language Pathology
- It ultimately is your responsibility to acquire **at least 400** direct contact hours by the end of the practicum sequence. Maintain accurate records and update them often.
- You should be aware of the suggested minimum number of clinical clock hours at the **start** of every practicum.
- Students should keep copies of all observation and clinical clock hours documentation (including daily clinical clock hours) for their records.
- Mail **originals of all documents** to the Director of Clinical Education.

## **Transfer of Clinical Clock Hours**

- A **maximum** of 75 undergraduate client/patient hours may be added to obtain the 400 hours required. This would include the first 25 hours of observation and 50 hours of direct treatment.
- If you have accumulated undergraduate clinical hours at another university, you may apply the 75 hour maximum toward your total practicum hours. All transfer practicum credits must list the clinical hours completed by area, be signed by the supervisor or director of the university where they were completed, and include the ASHA numbers for each supervisor.

**Verification of these hours should be sent to the Director of Clinical Education.**

## **Practicum Skills**

Through the sequence of practicum experiences, as well as through courses, students must develop the mastery of knowledge and skills **required in Standard IV-G** of the Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Requirements include the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have communicative disorders.

That is, at a **professional entry level**, you must demonstrate you can evaluate and provide clinical intervention for clients across the life span (e.g., adults and children), from culturally/linguistically diverse populations, and across the range of speech-language impairments in Standard III-C of the CCC-SLP. In addition, you must demonstrate that you have developed the interpersonal qualities, as well as oral and written skills required for **professional entry level** into the profession of speech-language pathology.

## **The Big Nine**

The following are categories that are relevant to the scope of practice in speech-language pathology. Clinical hours that you obtain in the following areas are used to meet requirements for ASHA's CCC-SLP. Because you must develop clinical skills across the categories in Standard III-C, the Department recommends you have the following **minimum** client/patient contact hours in **each area**:

- **Articulation** **25 hours**
- **Fluency** **10 hours**
- **Voice and Resonance** **10 hours**
  - Respiration and phonation.
- **Swallowing/Feeding** **15 hours**
  - Oral, pharyngeal, esophageal, and related functions including oral function for feeding.
  - Orofacial myofunction.

- **Language (Receptive and Expressive)** **50 hours**
  - Phonology, morphology, syntax, semantics, and pragmatics in speaking listening, reading, writing, and manual modalities.
- **Social Aspects of Communication** **10 hours**
  - Challenging behaviors, ineffective social skills or lack of communication opportunities
- **Cognitive Aspects of Communication** **10 hours**
  - Attention, memory, sequencing, problem solving, and executive functioning
- **Communication Modalities (including AAC)** **10 hours**
  - Oral, manual, augmentative, and alternative communication techniques, including assistive technologies
- **Hearing** **6 hours**
  - **Audiologic screening** including
    - Hearing screening, otoscopic inspection, otoacoustic emissions (OAE) screening, and screening tympanometry
  - **Aural Rehabilitation**
    - Auditory training for children with cochlear implants and hearing aids, speech reading, speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices

### **Departmental Recommendations**

In addition to the recommended hours in each **area**, the Department recommends the minima **total hour accumulation** for each practicum experience:

|                                      |           |
|--------------------------------------|-----------|
| Special Populations (CDIS 8810)..... | 75 hours  |
| School Setting (CDIS 8820).....      | 125 hours |
| Medical Setting (CDIS 8830).....     | 100 hours |
| Prevention Activities.....           | 6 hours   |

### **Documentation of Clock Hours**

It is the student's responsibility to keep accurate records of clinical observation hours and clinical clock hours throughout their practicum experiences. Forms for documentation are available on the CDIS Practicum Webpage (Clinical Clock Hours Forms).

The documents used for recording your observation and clinical clock hours are **official copies and permanent records**. All observation and clinical clock hours forms used to meet program and ASHA requirements must be completed

in ink (not pencil). At the completion of the practicum, the following observation and clinical clock hour forms are signed by the site supervisor and returned to the Director of Clinical Education.

### **Clinical Hours Forms:**

Report of Clinical Observation Hours

Daily Summary of Clinical Clock Hours

Weekly Summary of Clinical Clock Hours

Semester Summary of Clinical Clock Hours

## **I. Report of Clinical Observation Hours**

Observations are an important component of and play an important role in all practicum experiences in speech-language pathology. Observation hours **generally precede** direct contact with clients/patients.

- ▶ For certification in speech-language pathology, ASHA requires that students obtain a **minimum of twenty-five (25) hours** in clinical observation within the scope of practice in speech-language pathology (Standard IV-C).
- ▶ Obtaining **no less than 25 hours** of observation is **required prior to** or **during** your **first** clinical experience.
- ▶ If you have obtained **at least** 25 hours of observation through another program, these hours should be submitted to the Director of Clinical Education **before** your **first** assignment. These will then be applied to the first 25 hours of observation requirement. These hours must be signed by a certified speech-language pathologist and the ASHA number(s) must appear on the document(s).
- ▶ The program recommends that students **obtain a minimum of 25 observation hours** prior to patient contact **in each** of the three speech-language pathology practicums. However, completion of all observation hours after the first 25 hours, **is not** a prerequisite to begin direct client/patient contact. Beginning direct client contact may be at the discretion of your site supervisor.
- ▶ After the first 25 hours of observation, the student may obtain the hours needed in subsequent settings **throughout the practicum experience**.
- ▶ Students **are required to document** all clinical observations using the Report of Clinical Observation Hours form.

**Note:** Your site supervisor's signature is required on all forms.

## II. Log of Clinical Clock Hours

The *Log of Clinical Clock Hours* form is not an official document. You can use this form for a variety of purposes (e.g., recording observation and clinical clock hours on a daily basis) prior to entry of hours on official reports and documents. You should feel free to develop your own mechanisms (e.g., a notebook) for informal documentation of observation and clinical clock hours. Nonetheless, it is essential that you continually record all observation and clinical clock hours throughout your practicum experiences.

## III. Practicums in Speech-Language Pathology (CDIS 8810, CDIS 8820, and CDIS 8830)

1. Follow ASHA's (2005) recommendations for counting patient contact hours. The current standards for the CCC-SLP indicate, "Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum." Examples of activities that do not apply are:
  - a. Writing/discussing session plans
  - b. Report writing
  - c. Scoring tests
  - d. Transcribing language samples
  - e. Preparing treatment activities or materials
  - f. Discussing clients with supervisors or other professionals, including staffings
  - g. Programming AAC devices
2. If you have more than one supervisor at the site, each is responsible for signing off on your clinical hours. Only the supervisor who actually observes you in a clinical session is permitted to verify the credit given for the clinical practicum hours. One supervisor cannot sign for all supervisors on your clinical clock hours forms.
3. Consider maintaining a record of non-contact hours as they might apply to the categories listed for completion of the *Knowledge and Skills Acquisition* (KASA).

## IV. Prevention in Speech-Language and Hearing

Students will be required to obtain a minimum number of hours in prevention. GSU sponsored opportunities will be announced. It is the student's responsibility to sign-up for such announced opportunities in a timely manner. Prevention activity forms should be signed and dated by the participating supervisor(s). Forms should then be submitted to the Director of Clinical Education for recording.

Students may also obtain prevention hours during one or all of their practicum experiences. You **must** apprise the Director of Clinical Education of the specifics at your site should the opportunities arise.

**Detailed information about required paperwork for each of the four clinical experiences in speech-language pathology and prevention are also available in the course syllabi for each practicum (available on the CDIS practicum website).**

### **Student Evaluations**

Site supervisors are requested to provide written and/or verbal feedback on a frequent basis. The site supervisor and university supervisor formally evaluate the student twice, at midterm and at the end, during each speech-language pathology practicum experience.

The ***Evaluation of Student's Practicum Performance: Speech-Language Pathology*** is the method by which the student will be evaluated. The evaluation is based upon the ***Knowledge and Skills Acquisition (KASA)*** or competencies required of the Department of Communication Disorders and by **ASHA**.

The evaluations are discussed with the student. The student and supervisors use the evaluation information to discuss the student's progress as a clinician. The supervisors and student must sign and duplicate the midterm and final evaluation forms and return the original document to the Director of Clinical Education.

The **Qualitative Criteria** (Performance Levels) defining each practicum will differ depending on the student's practicum entry level status. Students entering the first clinical experience are not expected to perform comparable to students entering their final experience.

### **Practicum Grades**

The university supervisor assigns students' grades. Grades reflect consideration of (1) the site supervisor's final evaluation, (2) daily performance, and (3) GSU supervisor's observations.

Grades for each practicum (i.e., CDIS 8810, CDIS 8820, and CDIS 8830), assigned by the GSU supervisor, are consistent with grading policies within the department and within the university. Specifically, the following criteria apply:

A – Superior achievement of knowledge, skills, and personal qualities required in the practicum.

B – Very satisfactory achievement of knowledge, skills, and personal qualities required in the practicum.

C, D, or F – Below acceptable achievement of knowledge, skills, and personal qualities required in the practicum for a student at a particular (practicum) developmental level.

A grade of "B" or higher is required in all practicum courses. A student receiving a grade of "C" or lower is required to repeat that practicum.

**A student is permitted to repeat only one practicum during the clinical practicum sequence.**



If a student earns a “C,” “D,” or “F” in practicum, before repeating the practicum, he or she must work with the Clinical Team to develop strategies to promote his or her success. The student has the greater part of the responsibility for creating intervention strategies. Clinical hours accumulated during the practicum in which any of these grades was earned **will not count** towards certification. Scheduling a repeated practicum is dependent upon the student’s successful completion of intervention followed by the availability of a suitable site.

Upon repeating the practicum course, the student will submit a Course Repeat Request form to the University Registrar. Upon completion of the course, the student’s first grade will be replaced on the transcript with “R,” and be removed from calculation of the GPA. The grade from the repeated course will substitute.

### **Student Self-Assessment**

As part of the department’s processes for formative evaluation, each student must complete a self-assessment (Student Self-Assessment) midway (at midterm) and at the end (final) of each clinical experience. These documents will become valuable as students compare their self-evaluation with the supervisor’s evaluation.

### **Modification of Clinical Practicum Sequence**

Students can commence the clinical practicum sequence during any semester. After a student’s study plan grid has been approved, however, there may be circumstances when a student may need to either modify the semester in which they commence practicum or take a semester off during the practicum sequence. This change may relate to a number of reasons (e.g., health or personal issues, the student has decided to take an additional term to complete academic courses, etc.). If you request a modification of your approved practicum sequence, the following is required:

1. You will be **required** to submit a new Student Study Plan grid (including the starting date of practicum, if applicable) to your academic advisor for preliminary review and approval.
2. You subsequently will be **required** to submit the Request to Modify Clinical Practicum Sequence form requesting a change in the practicum sequence.

The CDIS program uses the following guidelines for modifications of practicum placements:

1. The CDIS department strongly discourages requests by students for modification of practicum start or finish dates, on-site start or finish times, or other exceptions.
2. The department is under no obligation to grant practicum modifications or exceptions; any exceptions will be rare.

3. Exceptions that are granted will be on a case-by-case basis; an exception for one student is not precedent setting.
4. Exceptions that are granted will be based on the faculty's overall academic judgment and will include consideration of:
  - a. The student's overall quantitative and qualitative performance in academic coursework and practicum;
  - b. The student's grade distribution in academic coursework and practicum;
  - c. The student's grades in specific practicum and the coursework related to the practicum in question;
5. All requests for modifications of the approved practicum sequence must be presented in writing and addressed to the attention of the department chairperson. You will be required to complete the Request to Modify Clinical Practicum Sequence form, which is available on the CDIS Practicum Webpage.
6. All decisions regarding practicum modifications are made by the faculty as a whole. A student's request should be directed to the Director of Clinical Education for approval.
7. You should direct any questions about these guidelines to your academic advisor.

It should be noted that it may not always be possible to approve the student's request for modification of practicum. As a result of very high competing demands for certain placements [hospital/medical-based practicum (CDIS 8830)] during specific semesters, it may be necessary to postpone your practicum until the following semester. We also limit the total number of students who may begin during a specific semester.

### **Non-Standard Dialect**

In cases where a student uses non-standard English due to having English as a second language or second dialect, the department adheres to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects." Supervisors should adhere to it as well. ASHA's position statement indicates, "students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and, if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem." More information regarding ASHA's position statement may be found on the CDIS Practicum Webpage and:

ASHA Joint Subcommittee of the Executive Board on English Language Proficiency (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations. *Asha*, 40 (Suppl. 18), 28-31.  
[http://www.asha.org/NR/rdonlyres/2B421C7E-AC98-4DBA-AA37-73CF2F8BFD15/0/19069\\_1.pdf](http://www.asha.org/NR/rdonlyres/2B421C7E-AC98-4DBA-AA37-73CF2F8BFD15/0/19069_1.pdf)

## **Practicum Seminars**

The department holds practicum seminars twice each term. The purposes are to: (1) clarify practicum policies and procedures, (2) discuss cases, (3) present single-subject studies (see below), and (4) update practicum-related information. Dates for the seminars will be announced through several means, including syllabi, e-mail, and on the CDIS Practicum Guidelines form.

Students must attend both seminars each semester they are registered in practicum. Practicum supervisors are welcome and encouraged to attend as well.

Students must attend six practicum seminars, at least five of them while enrolled in practicum. If students miss more than one while in practicum, they will write a review of the single-subject projects presented on the day(s) missed.

**Be aware of the dates of the practicum seminars and attend them.**

## **Practicum Project: Single-Subject Study**

During one of the practicum experiences, students will complete a single-subject clinical study with a client or clients in their caseload. The purpose is for students to have the opportunity to participate in clinical research and to draw a very real connection between research and clinical practice. Please refer to the journal article entitled Using Single-Subject Designs in Speech-Language Pathology Practicum (available on the CDIS Practicum Webpage, PRACTICUM PROJECTS) for further information about the use of single-subject designs in practicum.

To complete the study, students will prepare a proposal, collect data, present the project at a practicum seminar, and prepare a written report of the project for faculty review. Information and forms relating to the project sequence, approvals, and guidelines for preparation are available on the CDIS Practicum Webpage. Students are strongly encouraged to review the archives of completed projects before proceeding.

## **Ethics**

As a student in practicum, students are responsible for adhering to the ethical standards of the profession, *i.e.*, the ASHA Code of Ethics (2010). These standards are available online at

<http://www.asha.org/Practice/ethics/NewEthicsCode2010/> and on the CDIS practicum webpage.

## **Scope of Practice in Speech-Language Pathology**

As a student in practicum, students are responsible for being familiar with the profession's current scope of practice. ASHA's (2007) Scope of Practice in Speech-Language Pathology document is available online at <http://www.asha.org/docs/pdf/SP2007-00283.pdf> and on the CDIS practicum webpage