

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

Course Syllabus

COURSE TITLE: Practicum in Speech-Language Pathology: Public School

COURSE NUMBER: CDIS 8820

CREDIT HOURS: Six (6) Graduate hours

INSTRUCTOR: Various

SCHEDULE: As assigned by Director of Clinical Education.

LOCATION: As assigned by Director of Clinical Education.

TERMS: Fall, Spring

CATALOG DESCRIPTION:

A supervised clinical experience in speech-language pathology in a public-school setting. Student will acquire experience in individual and/or group therapy, assessment, consultation, and interdisciplinary staffing. Consists of a thirteen-week, full-time clinical site placement.

PREREQUISITES:

Pass the Qualifying Examinations (CDIS 8300) or have thesis proposal approved. Receive permission from the Director of Clinical Education.

INTENDED AUDIENCE:

Graduate students in the Department of Communication Disorders

RATIONALE: Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skill sections of the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1, 2020:

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

- Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across the nine major areas (speech sound production, fluency, voice, receptive and expressive language, hearing, swallowing and feeding, cognitive aspects of

communication, social aspects of communication, and augmentative and alternate communication modalities).

- Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
- Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.
- Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Standard V-B: The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve (specific) skills outcomes in the following: 1. Evaluation; 2. Intervention; 3. Interaction and Personal Qualities.
- Standard V-F: Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

INSTRUCTIONAL MODALITIES/ACTIVITIES:

1. The Director of Clinical Education will assign the student to an ASHA certified speech-language pathologist (site supervisor) at an appropriate site. The site supervisor must have a minimum of 9 months of clinical experience post the CFY, hold the appropriate state licensure, and have completed two hours of professional development in supervision.
2. The student will observe the site supervisor conducting therapy, completing assessments and performing the associated functions of the particular workplace.
3. The student will gradually assume the responsibilities of the caseload as the site supervisor deems appropriate, with most or all the caseload assumed mid-way through the practicum.
4. The student will maintain a detailed log of clinical hours obtained in observation, evaluation and intervention and secure the necessary signatures of approval.
5. The student will complete a self-evaluation both at the midterm point and at the end of practicum.
6. The student will complete a single-subject research project if not completed in any other practicum.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Effectively select and utilize diagnostic and therapy materials and equipment.
2. Administer formal and informal diagnostic evaluations.
3. Prepare detailed evaluation reports.
4. Complete clinically acceptable treatment plans for use in speech-language and/or swallowing/feeding therapy.
5. Provide therapy for individuals who have communication and/or swallowing/feeding disorders.
6. Write clinically acceptable progress reports.
7. Relate to and interact with staff and/or family members.
8. Adhere to professional standards of ethics.

SERVICES FOR STUDENTS WITH DISABILITIES:

GSU is committed to providing all students equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or a neurological disability such as a learning disability, autism or TBI. You must register and provide documentation with Access Services for Students with Disabilities (ASSD) before we are required to provide appropriate accommodations. For more information or to register, please contact ASSD at www.govst.edu/disabilities or 708-235-3968.

Title IX Statement: Consistent with GSU Policy 78, Title IX and Anti-Sex Discrimination, Harassment and Retaliation Policy, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc... The University has a duty to prevent harassment, post policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Coordinator to report any incidents at titleixofficer@govst.edu 708.534-4100 and ask to speak to the Title IX Coordinator. For complete Title IX information and resources, visit: www.govst.edu/TitleIX

PROFESSIONAL LIABILITY INSURANCE:

Prior to beginning practicum, and during the entire time each student is enrolled in practicum, he/she must carry professional liability insurance. Insurance is available to students through ASHA's insurance carrier.

PRACTICUM REGISTRATION:

Students are required to obtain authorization prior to registering. The department secretary will notify each student when the authorization process is completed. Students must be registered in this course while they engage in its practicum activities.

PRACTICUM GUIDELINES:

During the first week of the practicum, the student, and the practicum site supervisor must complete the Communication Disorders Practicum Guidelines. The student should present the signed agreement to the GSU supervisor. The GSU supervisor will sign the agreement on the day of the first on-site visit. This document defines student responsibilities, scheduled hours, timelines for reports and session plans, and general guidelines of dress and behavior in effect at the practicum site.

ETHICS:

All students in practicum are responsible for adhering to the ethical standards of the profession, *i.e.*, the ASHA Code of Ethics. These standards appear in the GSU Graduate Student Handbook and are available on line at: www.asha.org/Code-of-Ethics/ .

PRACTICUM HOURS:

The student will be required to obtain a minimum of 25 hours of observation and a minimum of 125 hours is required clinical clock hours in evaluation/intervention during the time they are enrolled in CDIS 8820: Practicum in Speech-Language Pathology: Public School.

A detailed description of required supervised clinical observation hours and client contact hours can be found in the Communication Disorders Graduate Student Handbook and the Communication Disorders Practicum Manual. Questions regarding hours should be addressed to the Director of Clinical Education.

PRACTICUM PERFORMANCE EVALUATION:

The evaluation is used to determine student progress and achievement of competencies. The mid-practicum and final-practicum evaluations will become part of the student's official, permanent record.

1. Both the on-site supervisor and GSU supervisor will provide written and oral ongoing input and feedback to the student regarding her/his performance.
2. Mid-way and at the endpoint of the Practicum in Speech-Language Pathology: Public School, the student will be evaluated by the practicum site supervisor using the Evaluation of Student's Practicum Performance: Speech-Language Pathology.
3. The practicum site supervisor will discuss the results of the evaluations with the student and the GSU faculty supervisor. The appropriate signatures should be secured.
4. The practicum site supervisor must apprise the GSU faculty supervisor of the student's final performance summary prior to grade assignment and make appropriate recommendations for a letter grade.
5. The original and signed mid-term and final student evaluations will be sent to the CDIS Director of Clinical Education.
6. The student will prepare a self-assessment at both the midterm and final points of the practicum and forward these to the CDIS Director of Clinical Education.

GRADING:

Grade for the course will be based upon daily performance of:

1. Diagnostic and reporting skills
1. Development, planning, and execution of therapy
2. Personal and professional skills to include interaction with clients, staff, family, and other professionals
3. Oral and Written Communication

The practicum grade will be assigned by the GSU faculty supervisor.

Practicum Grades

Grades for practicum, assigned by the GSU supervisor, are consistent with grading policies within the department and within the university. Specifically, the following apply:

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

B – Very satisfactory achievement of knowledge, skills, and personal qualities required in the practicum. Average work for a graduate student. (Acceptable)

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. (Unacceptable)

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.**

RECORD KEEPING:

The student must keep accurate records of patient contact hours. It is ultimately the student’s responsibility to ensure that the required clinical hours are obtained for graduation and certification.

1. The status of your clinical hours should be periodically discussed and reviewed by the GSU faculty supervisor prior to grade assignment.
2. Your site supervisor’s signature is required on all submitted forms documenting observation and clinical clock hours. All observation and clinical clock hours forms must be completed in pen.
3. All original and signed forms are forwarded to the CDIS Director of Clinical Education.
4. All documented clinical hours must be received by the CDIS Director of Clinical Education no more than 30 days following the end of the clinical assignment.

PRACTICUM SEMINAR:

All students are required to attend two practicum seminar meetings per semester. Students will be released from practicum for the afternoon on the days of the seminars. Practicum site clinical supervisors are encouraged to attend. These seminars provide opportunity for clinical case discussion/sharing of information among students, clinical supervisors, and faculty. They allow group discussion of clinical intervention strategies, outcome measures, and efficacy of treatment. In addition, they serve as a forum for presentation, review, and discussion of student practicum research projects. The practicum seminar meeting dates and locations for each semester will be listed on the [Communication Disorders Practicum Guidelines](#).

PRACTICUM RESEARCH PROJECT:

Students may elect to complete the single-subject design project during this practicum. If so, students must:

1. Obtain permission to complete the single-subject project from the site supervisor and other relevant individuals (teachers, principal, etc.) if need be before commencing the project.
2. Identify a general area of interest and possible subject for your study. Discuss with the site supervisor current interventions in place, unique needs, or challenges surrounding your proposed subject. The GSU supervisor should also be involved in this discussion prior to submission of a formal proposal.
3. Submit the formal practicum project proposal to your GSU supervisor no later than the third week of practicum. The proposal constitutes an expanded outline in narrative form and should include:
 - a. the cover page
 - b. a draft of the introduction
 - c. two or more research articles to support your question
 - d. your research question
 - e. a brief description of your subject
 - f. the independent and dependent variables
 - g. your procedures
 - h. how you will collect data
4. Your GSU supervisor should sign and date each section of the Practicum Project Proposal Review Form as the project progresses. Student must submit this form with the final report.
5. Present the project at a practicum seminar.
6. If students do not complete this project by the end of the last practicum, they will receive a grade of “incomplete” in their final practicum until the project/course requirement has been completed.

REFERENCES:

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th ed.* Washington, DC: Author.

Irwin, D. L., Pannbacker, M., & Lass, N. J. (2008). *Clinical research methods in speech-language pathology and audiology.* San Diego: Plural Publishing.

Richards, S.B., Taylor, R.L., Ramasamy, R., and Richards, R.Y. (1999). Single Subject Research: Applications in Educational and Clinical Settings, San Diego: Singular Publishing Group, Inc.

McReynolds, L.V. & Thompson, C.K. (1986). Flexibility of single-subject designs. Part I: Review of the basics of single-subject designs. Journal of Speech and Hearing Disorders, 51, 194-203.

Kearns, K.P. (1986). Flexibility of single-subject experimental designs. Part II: Design, selection and arrangement of experimental phases. Journal of Speech and Hearing Disorders, 5, 204-214.

Connell, P.J. & Thompson, C.K. (1986). Flexibility of single-subject experimental designs. Part III: Using flexibility of design or modify experiments. Journal of Speech and Hearing Disorders, 51, 215-225.

Supplement on Treatment Efficacy: Part I (1996). Journal of Speech and Hearing Research, 41, S60-S116.

Supplement on Treatment Efficacy: Part II. (1998). Journal of Speech and Hearing Research, 41, S3-S57.