SLHS 627
ADVANCED CLINICAL PRACTICE IN SPEECH-LANGUAGE PATHOLOGY
SYLLABUS
Fall 2012
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Prerequisites: classified graduate standing; successful completion of two semesters of SLHS 626, department approval.

Course Description: This practicum provides supervised clinical experiences in off-campus sites, including acute-care, rehabilitation, community-based and outpatient placements. Student clinicians are assigned to these practicum sites by the Speech-Language Clinic Director following an interview process with the off-campus supervisors. Students are expected to accrue approximately 100 hours of direct client contact during their experience.


Outcomes and Competencies:

The course meets the following outcomes and standards:

Students will demonstrate application of the knowledge and nature of human communication including developmental, linguistic, and cultural bases as well as research theories across typically aging and disordered populations.

(SOAP Graduate Outcome: 1A, 1C)

Students will demonstrate competency in ethical clinical speech and language intervention under direct supervision while including the considerations of linguistic and cultural backgrounds of various adult populations.

(SOAP Graduate Outcome: 2A, 2B, 2D, 4B, 5A, 5B, 5C, 5E, 5F, 8A, 8B)

Students will exhibit professional oral and written skills by speaking with patients, families, and healthcare professionals (including doctors, nurses, and other rehabilitation professionals), writing concise clinical summary reports, and describing preventative measures.

(SOAP Graduate Outcome: 3A, 3B, 3C)

Students will demonstrate respect for individuals from diverse backgrounds, and establish effective relationships with families and healthcare professionals.

(SOAP Graduate Outcome: 6A, 7A, 7B, 7C, 7D)

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:

III-A: Knowledge of Basic Principles
Social/Behavior Sciences

III-B: Basic Communication and Swallowing Processes
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis

**III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**

**Articulation** (etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, & cultural correlates)

**Fluency** (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Voice and resonance**, including respiration and phonation (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Receptive and expressive language** (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Hearing**, including the impact on speech & language (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Swallowing** (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Cognitive** aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Social** aspects of communication (behavioral and social skills affecting communication) (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

**Communication** modalities (e.g., oral, manual, and augmentative and alternative communication techniques & assistive technology) (etiologies, characteristics, & anatomical physiological, acoustic, psychological, developmental, linguistic, & cultural correlates)

**III-D: Principles and Methods of Prevention, Assessment and Intervention**

Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders. Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders

**III-E: Standards of Ethical Conduct**

**III-G: Contemporary Professional Issues**

**Clinical Skills and Processes**

**IV-B: Oral and written or other forms of communication**

**IV-G: Prevention, evaluation, and intervention of communication disorders and swallowing disorders; Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior; Effective interaction with patients, families, professionals, and other individuals, as appropriate**

**IV-F: Delivery of services to culturally and linguistically diverse populations**
III-F: Application of the principles of evidence-based practice
V-A: Self-evaluation of effectiveness of practice

*California Commission on Teaching Credentialing (CTC) Standards:

**General Program Standards**
3: Educating Diverse Learners
4: Program Standard 4: Effective Communication and Collaborative Partnerships
5: Assessment of Students
6: Using Educational and Assistive Technology
7: Transition and Transitional Planning

**Speech-Language Pathology Standards**
3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders
5: Management of Speech and Language Disorders
7: Consultation and Collaboration

**Grading:** SLHS 627 is a credit/no credit practicum. This is due to the diverse expectations of the off-campus practicum supervisors based on the nature of their placement. However, criteria for successful completion of the experience will be discussed by the on-site supervisor during the orientation to the placement.

**On-Campus Supervision of SLHS 627:** During the semester, you will be required to maintain contact with the on-campus supervisor of your SLHS 627 experience. For fall 2012, that person is Sharron Turner. Additionally, both Sharron and Charlotte Lopes, as Speech-Language Clinic Director, will be in contact with your externship supervisor to monitor your progress throughout the semester.

**Remediation:** Student clinicians will receive feedback on a regular basis from their off-campus supervisor with suggestions for improvement. The Speech-Language Clinic Director and the Coordinator of the Neurogenic Communication Disorders Program communicate with the off-campus supervisors several times each semester to monitor student progress.

Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student’s academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

**Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation:** The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the
Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so.

Religious Observances: The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Students should check with their on-site supervisor to discuss planned absences for religious observances.

Commitment to Diversity and Inclusion: The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Academic Honesty: Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty. Per SDSU’s STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Examples of cheating include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

Examples of plagiarism include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.
Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.

California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.