Staffing: Thursdays 1:30-2:30
Office Hours: Monday 3:30-4:30; Tuesdays 1:00-2:00
   Other times by appointment
Office: SLHS Office 103
E-Mail: clopes@mail.sdsu.edu
Phone: (619) 594-8051

Course Description:
Graduate Bulletin 2013-2014 description of SLHS 626A. Pediatric Speech-Language Pathology (0.5) Two
hours of supervision. Prerequisites: Speech, Language, and Hearing Sciences 600, 607, 613, 617, and two units
of 525. Supervised intervention practica with children. Up to two hours per week of client contact plus staffing.
Up to three units may be taken concurrently. Maximum credit nine units.

This practicum provides practice in the analysis of baseline data, development of intervention lesson plans
including goals and method of data collection, and the execution of intervention. Cultural and linguistic
variables in relation to total communication skills will be discussed for every client.

One focus of pediatric speech-language pathology intervention will be on ecological intervention using
questionnaires, home and school observations, language sampling, mediated learning procedures, and age-
appropriate behavior management techniques. Students will also be exposed to a variety of intervention
methods and procedures. Furthermore, students are encouraged to discuss and implement experimental
theoretical research procedures.

Expectations:
Clinicians are expected to participate in a weekly staffing to plan, present, and discuss proposed intervention.
Students will also be expected to discuss research articles related to clinical issues. Additionally, each student
will write a self-evaluation following a review of the video of a therapy session. After each therapy session,
clinicians will receive oral and/or written feedback documenting their accomplishments as well as suggestions
for future performance. It is expected that clinicians will meet regularly with their supervisors to obtain
additional assistance as needed and be on time with all assignments. Clinicians are expected to become more
independent throughout the semester with support and guidance from the clinical supervisor.

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 typical developing and
disordered pediatric populations.
(SOAP Graduate Outcome: 1A, 1C)

Students will be demonstrate competency in ethical clinical speech and language intervention under direct
supervision while including the considerations of linguistic and cultural backgrounds of various pediatric
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 parents and school 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 school professionals. (SOAP Graduate Outcome: 6A, 7A, 7B, 7C, 7D)

Students will develop a portfolio comprised of on-going evaluations of their own clinical performance and experiences, as well as participation in theoretical discussions with the Clinical Faculty and in group staff meetings. (SOAP Graduate Outcome: 2B, 2C, 2E, 6B)

**Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CFCC) 2014 Standards:**

**Knowledge Outcomes**

**Standard IV-A** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences

**Standard IV-B** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- augmentative and alternative 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 people 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.

Clinical Skills and Processes

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 for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

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, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   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
   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 (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.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-F Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
California Commission on Teaching Credentialing (CTC) Standards:

General Program Standards
1. Program Design, Rationale and Coordination
2. Professional, Legal and Ethical Practices
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
2. Child Development and Speech, Language, and Hearing Acquisition
3. Speech, Language, Hearing, and Swallowing Disorders
4. Assessment of Speech and Language Disorders
5. Management of Speech and Language Disorders
6. Consultation and Collaboration
7. Assessment of Candidate Performance

Grading:
Grades for clinical practica are based on performance, not effort. Supervisors provide written and/or verbal feedback following each clinic session. Mid-term evaluations and final evaluations are held with each clinician in which current competencies and goals for continued professional development are identified. Final evaluations and grades are based on the “Evaluation of Clinical Competence” for intervention practica. It is expected that students beginning their clinical practica will need more supervisor assistance than students in later semesters and the grading criteria will reflect this expectation. See “Grading Criteria for Speech-Language Clinic” in the clinic manual.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>5.2-6.0</td>
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<tr>
<td>A-</td>
<td>4.8-5.19</td>
</tr>
<tr>
<td>B+</td>
<td>4.4-4.79</td>
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<tr>
<td>B</td>
<td>4.01-4.39</td>
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<tr>
<td>B-</td>
<td>3.6-4.0</td>
</tr>
<tr>
<td>C+</td>
<td>3.01-3.59</td>
</tr>
<tr>
<td>C</td>
<td>2.01-3.00</td>
</tr>
<tr>
<td>F</td>
<td>1.0-2.0</td>
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Use of Calipso
Students will be required to submit hours accrued each week to their supervisors via Calipso (www.calipsoclient.com/sdsu) by 4:00 each Friday. This requirement is part of the professionalism competency for your clinical evaluations. Failure to submit hours by the deadline will impact your grade in clinic. Supervisors will make every attempt to review and approve the hours by 4:00 the following Monday.

Remediation:
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.

Clinical requirements may differ among Clinical Supervisors due to client needs or to enhance student’s clinical development. **Be sure to ask questions if you are unclear of assignments, discussion, and/or directions.** All students are expected to integrate coursework, prior knowledge, and research theories into their clinical experiences.
**Cheating and Plagiarism:**
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).

**Students with Disabilities: Americans with Disabilities Act (DA) Accommodation:**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Religious Observances:**
University Policy on Absence for Religious Observances includes the following statements: “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.” Please notify your supervisor in a timely manner and a reasonable accommodation will be reached.

**Syllabus is Subject to Change:**
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from staffings, it is your responsibility to check on announcements made while you were absent.

**Timeline (subject to change):** Unless otherwise specified, assignments will be due by staffing the week of:

<table>
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<tr>
<th>Week</th>
<th>Assignment</th>
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| Jan 28/30 | Group Orientation to Intervention  
Review of Clinical Methodologies and Procedures  
Development of baseline measures and goals |
| Feb 4/6 | Individual Clinician Meetings  
Diagnostic/Treatment Baseline Plans  
**Due Feb. 6:** Lesson Plan drafts for week of Feb. 11  
Client worksheets and Audiological Skills worksheet (for HOH clients) |
| Week 1 | Assessment/Interviews/Initial Data Collection |
| Feb 11/13 | Staffing Topic: Interpreting data/determining goals |
### Initial Case Report/Clinical Writing

**Week 2**<br>Feb 18/20<br>Dynamic Assessment/Stimulability/Intervention begins<br>Staffing Topic: Parent Interactions/Counseling and Conferencing<br>*Initial Case Report*- Statement of Presenting Concerns, Background Information/Long-term goals, Short-term goals, baseline data,

**Week 3**<br>Feb 25/27<br>Initial Parent Conference to confirm semester goals (10-15 minutes, Thursday)<br>Treatment begins on drafted goals<br>Staffing Topic: Treatment techniques/Data Collection<br>*Semester treatment plan due*

**Week 4**<br>March 4/6<br>Treatment on goals<br>Staffing Topic: Behavior management

**Week 5**<br>March 11/13<br>Treatment on goals<br>Staffing Topic: Determined by Clinician Skills/Competency

**Week 6**<br>March 18/20<br>Modify treatment targets/approach based on client/clinician performance<br>Staffing Topic: Determined by Clinician Skills/Competency

**Week 7**<br>March 25/27<br>Treatment on goals<br>Individual Midterm Conferences Tuesday, 3/25. No staffing 3/27 (CSHA)

**Week 8**<br>April 1/3<br>Spring Break

**Week 9**<br>April 8/10<br>Treatment on goals<br>Staffing Topic: Determined by Clinician Skills/Competency

**Week 10**<br>April 15/17<br>Treatment on goals<br>Staffing Topic: Review Post-Treatment Measures/Progress Sections<br>*Due April 17*: Progress, Summary and Recommendations section of case summary

**Week 11**<br>April 22/24<br>Data Collection/Probes/Post-Treatment Measures<br>Staffing Topic: Review Post-Treatment Measures/Progress Sections<br>*Due April 25*: Revised Progress, Summary and Recommendations

**Week 11**<br>April 29/May 1<br>Family Conference Strategies/practice<br>Family Conferences *(hardcopy of case summary given to parents, if approved)*

**Make-up Week**<br>Individual Final Conferences: Performance, Grade, Hours Sheet, Administrative Duties [e.g., report(s), complete file(s)]