COURSE INFORMATION

Class Days: Tuesdays and Thursdays
Class Times: Tx Session 1: 2:45-3:30   Tx Session 2: 3:45
Class Location: Scottish Rite Childhood Language Center
Office Hour Times (and by appointment): Thursday 4:30
Staffing Time: Tuesday 4:30-5:30
Office Hours Location: Scottish Rite and by appt in SLHS

Course Overview

This practicum provides practice in the analysis of baseline data, development of intervention lesson plans including goals/data collection, and the execution of intervention treatment. Cultural and linguistics variables in relation to total communication skills will be discussed for every client. The primary focus for those servicing children will be on ecological intervention using questionnaires, home and school observations, language sampling, mediated learning procedures, and age-appropriate behavior management techniques. Students will be exposed to different methods and procedures. Students will participate in weekly clinical sessions plus staffing as assigned.

Course Expectations

Clinicians are expected to plan, present, and discuss collaborative intervention techniques with Clinical Faculty. Clinicians will discuss research articles related to clinical issues, and discuss specific intervention techniques as appropriate. Clinicians will receive oral/written feedback documenting their accomplishments as well as suggestions for future performance. It is expected that clinicians will meet regularly with their Clinical Faculty to obtain additional assistance as needed. Clinicians will also be asked to occasionally turn in a reflection log describing their individual performance. Clinicians are expected to become more independent throughout the semester while given Clinical Faculty support and guidance. During the final meeting, clinicians are to bring their client files to sign off the clinic file checklist.

Staff meetings will be on Tuesdays 4:30-5:30 at the Scottish Rite and individual briefings as needed during office hours. There will also be mandatory individual meetings for the first few weeks. Meetings will focus on pediatric speech and language disorders. Clinicians are expected to identify their own growth in clinical skills and show initiative for own learning. Specific instructions will be explained further in weekly staff meetings.

Resources

Additional resources and forms are available on Blackboard in the Clinic Homeroom. Please take time to review the information posted by all supervisors as it may be applicable to your current and/or future clinical training experience.

Intervention Experiences

Each student will participate in two experiences; however, not all experiences will be of the same design. Experiences may include individual treatment, co-treatment, small group treatment, response-to-intervention, parent training, and/or an approved special clinical project. Each student is responsible for tracking their own hours and type to be signed off at the end of the semester. Students will write SOAPS for every session. Clinical report summaries will be written per experience. SDSU students must sign release waivers to visit sites off-campus (school/home) and follow visiting school policies.

Outcomes and Standards

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/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); 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

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

1: Program Design, Rationale and Coordination

2: Professional, Legal and Ethical Practices

3: Educating Diverse Learners

4: Effective Communication and Collaborative Partnerships
Assessment of Students
Using Educational and Assistive Technology
Transition and Transitional Planning
Speech-Language Pathology Standards
Child Development and Speech, Language, and Hearing Acquisition
Speech, Language, Hearing, and Swallowing Disorders
Assessment of Speech and Language Disorders
Management of Speech and Language Disorders
Consultation and Collaboration

Remediation, Course Assessment and Grading

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.

Grading Guide:
Grades will be based on PERFORMANCE (not effort) and reported in each student’s clinic file. Two mandatory conferences will be held (mid-term, final) to discuss clinical competencies and additional conferences will be scheduled as needed. A grading rubric will be used for written reports which will be integrated in the final grade determination at the end of the semester based on cumulative clinical performance. Students in clinic will be given oral/written feedback on a regular basis. Students are expected to meet with the Clinical Faculty if they are experiencing difficulties or have questions. Refer to Appendix B in the clinician’s handbook for the counseling/remediation policy regarding deficient clinical performance.

Students will be required to submit hours accrued each week to their supervisors via Calipso (www.calipsoclient.com/sdsu) by 4:00 each Friday. PLEASE ONLY CLOCK YOUR HOURS ONCE WEEKLY. 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 4:00pm the following Monday.

Clinical requirements may differ among Clinical Faculty. 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. Assignments dates and topics may be changed at the discretion of the Clinical Faculty.

Clinic III -Summer
A 5.5-6.0
A- 5.01-5.49
B+ 4.7-5.0
B 4.3-4.69
B- 4.01-4.29
C+ 3.7-4.0
C 3.3-3.69
F 1.0-3.29

Students with Disabilities
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 accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
Academic Honesty

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

CALIPSO Performance Rating Scale

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<thead>
<tr>
<th>Score</th>
<th>EVALUATION SKILLS</th>
<th>TREATMENT SKILLS</th>
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<tr>
<td></td>
<td>PREPAREDNESS, INTERACTION &amp; PERSONAL QUALITIES</td>
<td></td>
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<tr>
<td>1</td>
<td>No evidence presented by student for skill/competency; absent preparation/follow-through</td>
<td></td>
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<tr>
<td>2</td>
<td>Reviewed required materials, minimal preparation, required guidance for administration/scoring/observations/ and/or to complete administrative duties</td>
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<tr>
<td>3</td>
<td>Reviewed required materials, practiced procedures, assistance required for administration/scoring, completed administrative duties with reminders, required assistance with interpretation</td>
<td></td>
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<tr>
<td>4</td>
<td>Reviewed required materials, practiced procedures, asked questions to clarify administration/scoring/etc., completed administrative duties, used resources to formulate interpretation</td>
<td></td>
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<tr>
<td>5</td>
<td>Preparation evidenced, presents own ideas/rationale for materials, practiced procedures/scoring, used resources to formulate interpretation, completed administrative duties, requires reminders/additional practice/independence</td>
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<tr>
<td>6</td>
<td>Well prepared, showed initiative, appropriate independence, integrates suggestions and utilizes resources effectively for own learning</td>
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<tr>
<th>Score</th>
<th>WRITTEN DOCUMENTATION</th>
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<tr>
<td>1</td>
<td>Unable to complete task without maximum specific directions. Report was not submitted as specified re: formatting and timeframe for submission. Incorrect grammar and/or content, typos in report</td>
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<td>2</td>
<td>Correct grammar/less than 3 typos. HX/SOAPS: Includes information reported, however needed &gt;50% clarification, elaboration and additional information; weak proof-reading GOALS/BASELINE/EVIDENCE: Goal and baseline mismatch, goals unclear/incomplete, or evidence lacking/inappropriate to goal. PROGRESS/SUMMARY: Not accurate (Missing some test results, results are not reported clearly) Requires maximum supervisor input. &gt;60% editing</td>
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<td>3</td>
<td>Correct grammar/no typos HX/SOAPS: Includes all of the elements as specified in the report guidelines, however clarification/elaboration was required for &gt;20% of section GOALS/BASELINE/EVIDENCE: Includes all elements, accurate but may not be thorough/appropriate &amp; evidence supports</td>
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PROGRESS/SUMMARY: Basic recommendations, significant supervisor input. >40% editing

4 Correct grammar/no typos
HX/SOAPS: Includes all of the elements as specified in the report guidelines, however clarification/elaboration was required for >15% of section
GOALS/BASELINE/EVIDENCE: All three sections are organized, reported accurately/completely. Easy to follow

5 Correct grammar/no typos
HX/SOAPS: Includes all of the elements as specified in the report guidelines, however clarification/elaboration was required for >5% of the section
GOALS/BASELINE/EVIDENCE: All three sections are organized, well-written. All results reported accurately.
PROGRESS/SUMMARY: Appropriate. Integrating/interpreting results correctly to form recommendations with minimal supervisor input. No typos.<20% editing

6 Correct grammar/no typos
HX/SOAPS: Includes all of the elements as specified in the report guidelines, however clarification/elaboration was required for >5% of the section
GOALS/BASELINE/EVIDENCE: All three sections are organized, well-written. All results reported accurately.
PROGRESS/SUMMARY: Appropriate. Integrating/interpreting results correctly to form recommendations with minimal supervisor input. No typos.<10% editing

Scheduled Timeline:

STAFFING TOPIC AND ASSIGNMENT TIMELINE:  Subject to change with advanced notice.

CLINICAL PREPARATION

May 26/28  (2:30 pm unless otherwise listed)

Group Introduction Meeting
- Staffing Procedures Overview
- Introduction to Blackboard
  - Clinical Process / Clients / Forms / Example Lesson Plans
- File Review
- Discuss forms/info phone calls, etc.

5/28 Prepare for clients /Baseline Testing/HS/OM/Protocols
Assignment-Read- Roth & Worthington Chapters 1,
Gillam & Gillam EBP article on Blackboard

Due FRIDAY 5/29 – Copy of client worksheet (Blackboard)
Read- Roth & Worthington - Chapters relevant to your clients
Practice language sampling/tests/review forms

FIRST WEEKS WITH CLIENTS / REPORT WRITING
JUNE 2/4  Introduction / Initial Data Collections / Probes / Assessment

**Week 1**

**Due- Client Forms (EMAILLED)**

**Read- Roth & Worthington Chapter 9**

JUNE 9/11  Initial Data Collections / Probes / Assessment Continued

**Week 2**

Staffing Topic: Review Baseline data /etc.

**Read – Roth and Worthington Chapter 2**

**Due- Observation reflection (sent via email)**

JUNE 16/18  Initial Parent Conference to confirm semester goals (10-15 minutes)

**Week 3**

Treatment begins on drafted goals

Staffing Topic: Parent Interactions/Counseling & Conferencing Tips

**Due – CS- Client History, Statement, Background, Baselines, (emailed)**

**Due –Therapy Plan (Baseline/Methods/Rationale)**

**MID-SEMESTER CLINICIAX CONFERENCES**

JUNE 23/25  Treatment on goals

**Week 4**

Modify treatment approach/targets based on client/clinician performance

Individual clinician Mid-Term Conferences – No Group Staffing

JUNE 30/JULY 2  Modify treatment approach/targets based on client/clinician performance

**Week 5**

JULY 7/9  Treatment on goals

**Week 6**

Staffing: Parent Education/Counseling

NO SUSIE JULY 9TH

JULY 14/16  Treatment on goals
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Staffing: Parent Education/Counseling</th>
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<td><strong>Due-</strong></td>
<td><strong>Progress Report: Post-Treatment, Summary, Recommendations (emailed)</strong></td>
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### FINAL CONFERENCES / REPORTS FOR END OF THE SEMESTER

**JULY 21/23**

**Week 8**  
Parent Conferences-Final Case Summary *(hardcopy given to parent if approved, otherwise, provide an envelope for parents to fill out for report to be mailed)*

**If CS was not yet approved,** Due- the revised Methods, Post-Treatment, Summary, Recommendations (emailed).

**Approved Final Case Summary (hardcopy to be sent to families if not hand delivered)**

- Individual Meetings with Clinical Educator – Performance / Grade
- Complete Administrative Duties (files, reports, documentation, cards, etc.)

**JULY 28/30**  
MAKE UP WEEK (if needed)