Prerequisites: Credit or concurrent registration in Speech, Language, and Hearing Sciences 929; four units of practica; California Basic Education Skills Test; Certificate of Clearance; school approval.

Course Description: Supervised experience with students, ages 0-22, in the public school setting in the areas of assessment and intervention. Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills, and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery modes; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. Each candidate exhibits understanding of multi-tiered intervention (response to intervention).

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 be 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/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
8. Participation in ISFP/IEPs and Post-Secondary Transition 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. School Field Experience
7. Consultation and Collaboration
8. Assessment of Candidate Performance

**Grading:** SLHS 933 is a credit/no credit practicum. This is due to the diverse expectations of the Master Teachers 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. See below for course requirements.

**On-Campus Supervision of SLHS 933:** During the semester, you will be required to maintain contact with the on-campus supervisor of your SLHS 933 experience. For fall 2015, that person is Charlotte Lopes. Questions for reflection/feedback will be posted on Blackboard on several times throughout the semester but students should contact Charlotte whenever questions or concerns arise. Additionally, Charlotte will be in contact with your externship supervisor to monitor your progress throughout the semester.

**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: Student clinicians will receive feedback on a regular basis from their off-campus supervisor with suggestions for improvement. The Speech-Language Clinic Director communicates 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:**
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: 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.

Course Requirements: The student shall:

I. Respond to questions posted approximately 4 times throughout the semester on the Blackboard discussion group. Questions will be posted on Mondays and students must respond by Friday of that week. An e-mail will be sent alerting the students to the posting.

II. Arrange a schedule with the master SLP in the appointed setting.
   A. Inform the university supervisor of the semester schedule by the end of the first week of school.
   B. Schedule approximately 120 client contact hours for the semester.
   C. Submit written reports and plans to the master SLP according to her/his due dates.
   D. Arrange appointments with the university supervisor and master SLP to review performance evaluations as needed.
   E. Call university supervisor and master SLP before 8:00 a.m. to report absences (email is permitted to university supervisor. Contact your master SLP for preferred methods of communication)

RECOMMENDED METHOD OF GRADING

All competency modules must be met with 80% accuracy to receive credit for the course.

A. The evaluation for grading is based on:
   1. Observation and evaluation form by master SLP. See “Performance Evaluation” on Calipso
   2. Reports from other school personnel (principal, teachers, etc.)
   3. Written reports and plans submitted.

B. The categories evaluate the student SLP’s ability to:
   1. Support development of positive self-concepts in students.
   2. Foster positive faculty-staff-community relations.
   3. Use verbal and non-verbal communication skills effectively.
   4. Use a variety of teaching strategies.
   5. Foster constructive group interaction.
   6. Individualize and personalize instruction.
   7. Develop effective questioning and responding behavior.
   8. State objectives with reflect assessment of student needs and provides for continuity in the learning experience.
   9. Select appropriate concept from subject disciplines.
   10. Organize materials, activities, and assessment procedures appropriate to stated objectives.
   11. Manage space, time, and materials to facilitate learning.
   12. Use a variety of formal and informal assessment methods including dynamic assessment.
   13. Use assessment data to improve planning and instruction.
   14. Develop and maintain a variety of record keeping procedures.
   15. Involve students in the assessment process.
   16. Attain knowledge and sensitivity toward culturally diverse populations.

C. Specific Skills for SLP Credential: the student will demonstrate skills in the public school setting:
   1. Experience with computer-based technology in the instructional setting
   2. Document experience with:
      a. Planning and implementation of transitional life experiences
b. IFSP/IEP/transition planning process

c. Effective use of interpreters/translators in the assessment of English Language Learners

d. Effective behavioral management strategies

e. Consultation and/or collaboration with teachers and other personnel

f. Variety of service delivery models

g. Prevention of communication disorders within a school setting