SLHS 619
Multidisciplinary Diagnostic Practicum in Speech-Language Pathology

Spring 2016
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Office Hours: Tuesday/Thursdays 1:00-3:00
Other times by appointment

Prerequisites: Approval of instructor

Course Description: Assessment of children under the age of three years who are at-risk for speech and language delays. Practicum includes experience with multidisciplinary assessment, oral communication with family members and other professionals, and written documentation of assessment results.

Outcomes and Competencies:
The course meets the following outcomes and standards:
Student Outcome Assessment Program (SOAP):
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 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.

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
7. Consultation and Collaboration

**Activities:**
The San Diego Regional Center for Developmental Disabilities (SDRC) is the agency responsible for identifying children under the age of 3 who may be eligible for services under the California Early Start Program (California’s program under IDEA to serve children birth to three with potential developmental delays).

Clients are scheduled for evaluation on Wednesdays at the San Diego Regional Center (located at 4355 Ruffin Rd.). Appointments are scheduled for 8:30, 10:30 and 12:30. The secretary at the Regional Center schedules the appointments and faxes the schedule to the Clinic. The supervisor will e-mail the clinicians with the assignment for the week. You can expect to be seeing 1-2 children each week. One clinician will be the “tester,” responsible for actually administering the assessments. The other clinician is the “reporter” and is responsible for the parent interview, writing clinical observations during the assessment, and writing the assessment report. **If you were the reporter, your reports are due Friday by 2:00 p.m.** (see attached for report format). They will be corrected and returned to you on Monday. The final copy is due the Wednesday following the evaluation; bring a hard copy of the report and the protocols/worksheets with you to the Regional Center. You may e-mail the rough drafts to me (clopes@mail.sdsu.edu) but you must not include any identifying information until the final report is printed (i.e. use initials, leave out name, address, etc.). Please remember, do not save the report with confidential information on a disc or hard drive.

During the evaluation, clinicians will be assessing the children using a variety of tools; primarily the *Rossetti Infant-Toddler Language Scale* but you may also be using the *Preschool Language Scale- 5 (PLS-5)*, the *MacArthur-Bates Communication Development Inventory (CDI)*, etc. You will also be conducting parent interviews to supplement your diagnostic observations and to learn their perspectives of their child’s development and language abilities in the home. Additionally, you will have the chance to interact with and share information with the child’s case manager and possibly the speech-language consultant, psychologists, nurses and physicians. Most of the time, you will be participating in the administration of the *Infant*
Development Assessment, the primary tool used to determine eligibility to the Early Start program. This test is administered by a service coordinator, infant educator, or a nurse.

The purpose of our evaluations at the San Diego Regional Center is to determine children’s eligibility for services through the Early Start program. For this reason, we use the assessment tool that best fits the requirements for eligibility as determined by the State of California (Rossetti). These requirements are based on percent of delay, not the more appropriate use of percentile or standard scores. However, you will use your clinical judgment, information gained from informal measures and the IDA results to more fully inform your decision-making. Additionally, when appropriate and possible, we will administer the CDI. The assessment conducted at the SDRC will not be as comprehensive as if you were the receiving SLP providing services after eligibility has been determined.

**Expectations:** You are expected to be on-time for all assessments at the Regional Center and to meet all deadlines this semester. You are also expected to ask for help as needed. You will communicate appropriately and professionally with parents, service coordinators, co-assessors and others at SDRC. Clinicians are also expected to become more independent as the semester progresses.

**Staffing:** There is no specific time to staff as a group on a weekly basis. We will schedule a mid-term group staffing at a time that is mutually convenient. Also, there is time before and after each client to discuss diagnostic plans and results. And due to frequent cancellations and no-shows, there is always plenty of time to discuss clients and their families, the diagnostic process, and early intervention issues. Please schedule an appointment to further discuss cases if there is not enough time at the Regional Center.

**Grading:** Grades are based on clinical competencies, report writing skills and professional skills as outlined on the Evaluation of Clinical Competence: Diagnostic/Assessment Experience (located in the “Surviving Clinic” manual). Skills are evaluated over the course of the semester, based on the growth of your skills and keeping in mind that you are basically doing the same thing every week. Grades for clinical practica are based on performance, not effort. 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 diagnostic practica.

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<tr>
<th>Clinic I &amp; II - Fall/Spring</th>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>5.5-6.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>5.0-5.49</td>
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<tr>
<td>B+</td>
<td>4.5-4.99</td>
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<tr>
<td>B</td>
<td>4.0-4.49</td>
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<td>B-</td>
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<td>C+</td>
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<td>F</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. **For each evaluation, you will be entering 60 minutes of receptive/expressive language, 15 minutes of social language, and 15 minutes of articulation diagnostics.**
Feedback: Due to the structure of the assessments at the Regional Center, it is difficult to give written feedback after each client. You will be provided with oral feedback and e-mails with observations and suggestions for improvement. If you need more feedback, please schedule an appointment to discuss your performance.

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 & 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.”

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.”

Report Examples: There are a number of examples of good reports posted on the Clinic Homeroom under “San Diego Regional Center Information.” Use these as examples of good report-writing but do not plagiarize information from the reports. Please see the University policy regarding plagiarism.

Directions to the Regional Center: From SDSU, take 8 west to 15 north, exit at Balboa Ave. and head west (over the freeway). Go up the hill to the second light (Ruffin Rd.) and turn left. Go south on Ruffin for approximately ¼ mile. You’ll see a 3-story glass and tan brick building set back from the street with a parking lot in front. Park anywhere in the lot and go to the second floor.

Dress Code: Students may wear blue jeans and athletic shoes at the SDRC. However, jeans must be dark-washed and in good repair (no excessively long or torn hems, holes) and athletic shoes must be clean. Shirts must cover your midriff when bending over. Please remember that you’ll be working with very young children and consider whether wearing long earrings or ostentatious jewelry is appropriate. Also, people with long hair may want to bring a hair clip. You must also wear your SDSU identification.

Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims: This form must be filled out and given to the supervisor prior to your first day at SDRC. The form is located on Blackboard.