

**GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF COMMUNICATION DISORDERS**

Course Syllabus

COURSE TITLE: Practicum in Speech-Language Pathology: Special Populations

COURSE NUMBER: CDIS 8810

CREDIT HOURS: Six (6) Graduate hours

INSTRUCTOR: Various

SCHEDULE: As assigned by Director of Clinical Education.

LOCATION: As assigned by Director of Clinical Education.

TERMS : Fall, Spring, Summer

CATALOG DESCRIPTION:

A supervised clinical experience in speech-language pathology. Student will acquire experience working with special populations, which may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment. Typical settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally-disabled adults and children. Consists of an eleven-week, full-time clinical site placement.

PREREQUISITES:

Pass the pre-practicum qualifying examination or have thesis proposal approved. Receive permission from the Director of Clinical Education.

INTENDED AUDIENCE:

Graduate students in the Department of Communication Disorders

RATIONALE: Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skill sections of the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective September 1, 2014:

- 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.

- 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 V-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.
- 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; 2. Intervention; 3 Interaction and Personal Qualities.
- 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.

INSTRUCTIONAL MODALITIES/ACTIVITIES:

1. The Director of Clinical Education will assign the student to an ASHA certified speech-language pathologist at an appropriate site where the student will begin by observing the supervisor providing diagnostic and therapy services.
2. Gradually, the student will assume responsibility for most or all of the caseload as the supervisor monitors and provides clinical instruction and feedback.
3. The student will complete a self-evaluation both at the midterm point and at the end of practicum.
4. The student will complete a single-subject research project if not completed in any other practicum.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Administer formal and informal diagnostic evaluations

2. Prepare detailed evaluation reports
3. Complete clinically acceptable treatment plans for use in speech-language and/or feeding-swallowing therapy
4. Provide therapy for individuals who have communication and feeding/swallowing disorders
5. Effectively utilize therapy materials and equipment
6. Write clinically acceptable progress reports
7. Relate to and interact with staff and/or family members
8. Adhere to professional standards of ethics.

SERVICES FOR STUDENTS WITH DISABILITIES:

GSU is committed to providing all students equal access to university programs and facilities. Students needing an accommodation based on disability should contact the Director of Access Services for Students with Disabilities (ASSD). Students must register with ASSD before faculty is required to provide appropriate accommodations. For more information or to register, please contact the Director of ASSD (Room B1215 or assd@govst.edu or 708-235-3968). To ensure that learning needs are met, contact ASSD the first week of classes.

PROFESSIONAL LIABILITY INSURANCE:

Prior to beginning practicum, and during the entire time each student is enrolled in practicum, he/she must carry professional liability insurance. Insurance is available to students through ASHA's insurance carrier, Marsh Affinity Group. Call them at (800) 503-9230 or obtain more information on ASHA's website at <https://www.personal-plans.com/asha/welcome.do>. However, to be eligible for Seabury's group rate, the student must be a member of the National Student Speech-Language-Hearing Association (NSSLHA).

PRACTICUM REGISTRATION:

Students are required to obtain authorization prior to registering. The department secretary will notify each student when the authorization process is completed. Students must be registered in this course while they engage in its practicum activities.

PRACTICUM GUIDELINES:

During the first week of the practicum, the student, the practicum site supervisor must complete the [Communication Disorders Practicum Guidelines](#). The student should fax or mail the signed agreement to the GSU supervisor.

The GSU supervisor will sign and return it to the site on the day of first observation. This document defines student responsibilities, scheduled hours, timelines for reports and session plans, and general guidelines of dress and behavior in effect at the practicum site.

ETHICS:

All students in practicum are responsible for adhering to the ethical standards of the profession, *i.e.*, the ASHA Code of Ethics. These standards appear in the GSU Graduate Student Handbook and are available on line at <http://www.asha.org/docs/html/ET2003-00166.html>.

PRACTICUM HOURS:

A detailed description of required supervised clinical observation hours and client contact hours can be found in the Communication Disorders Graduate Student Handbook and the Communication Disorders Practicum Manual. Additional information can also be found in the handbooks regarding transfer of clinical hours. Students at GSU are required to complete at least 400 hours of practicum. A minimum of 75 hours is required during the Practicum in Speech-Language Pathology: Special Populations CDIS 8810. Questions regarding hours should be addressed to the Director of Clinical Education.

PRACTICUM PERFORMANCE EVALUATION:

The evaluation is used to determine student progress and achievement of competencies. The mid-practicum and final-practicum evaluations will become part of the student's official, permanent record.

1. Both the on-site supervisor and GSU supervisor will provide written and oral ongoing input and feedback to the student regarding her/his performance.
2. At both the midpoint and the endpoint of the Practicum in Speech-Language Pathology: Special Populations the student will be evaluated by the practicum site clinical supervisor using the Evaluation of Student's Practicum Performance: Speech-Language Pathology.
3. This evaluation will be discussed by the practicum site clinical supervisor, the GSU faculty supervisor, and the student both at the midpoint of practicum and at the end of practicum.
4. The GSU faculty supervisor must be apprised of the student's final performance summary prior to grade assignment.
5. The original and signed mid-term and final student evaluations will be sent to the CDIS Director of Clinical Education.
6. The student will prepare a self-evaluation at both the midterm and final points of the practicum and forward these to the CDIS Director of Clinical Education.

GRADING:

Grade for the course will be based upon daily performance of:

1. Diagnostic and reporting skills
2. Development, planning, and execution of therapy
3. Interaction with client, staff, and family
4. Personal and professional skills

The practicum grade will be assigned by the GSU faculty supervisor.

Practicum Grades

Grades for practicum, assigned by the GSU supervisor, are consistent with grading policies within the department and within the university. Specifically, the following apply:

A – Superior achievement of knowledge, skills, and personal qualities required in the practicum. (Target)

B – Very satisfactory achievement of knowledge, skills, and personal qualities required in the practicum. Average work for a graduate student. (Acceptable)

C, D, or F – Below acceptable achievement of knowledge, skills, and personal qualities required in the practicum for a student at a particular (practicum) developmental level. (Unacceptable)

A grade of “B” or higher is required in all practicum courses. A student receiving a grade of “C” or lower is required to repeat that practicum. **A student is permitted to repeat only one practicum during the clinical practicum sequence.**

RECORD KEEPING:

The student must keep accurate records of patient contact hours. It is ultimately the student’s responsibility to ensure that the required clinical hours are obtained for graduation and certification.

1. The status of your clinical hours should be periodically discussed and reviewed by the GSU faculty supervisor prior to grade assignment.
2. Your site supervisor’s signature is required on all submitted forms documenting observation and clinical clock hours. All observation and clinical clock hours forms must be completed in pen.
3. All original and signed forms are forwarded to the CDIS Director of Clinical Education.

4. All documented clinical hours must be received by the CDIS Director of Clinical Education no more than 30 days following the end of the clinical assignment.

PRACTICUM SEMINAR:

All students are required to attend two practicum seminar meetings per semester. Students will be released from practicum for the afternoon on the days of the seminars. Practicum site clinical supervisors are encouraged to attend. These seminars provide opportunity for clinical case discussion/sharing of information among students, clinical supervisors, and faculty. They allow group discussion of clinical intervention strategies, outcome measures, and efficacy of treatment. In addition, they serve as a forum for presentation, review, and discussion of student practicum research projects. The practicum seminar meeting dates and locations for each semester will be listed on the Communication Disorders Practicum Guidelines.

PRACTICUM RESEARCH PROJECT:

Students may elect to complete the single-subject research project during this practicum. If so, students must:

1. At the time of signing the Practicum Guideline form, sign the Practicum Project Sequence form, indicating they will complete the project during the practicum.
2. Submit the formal practicum project proposal, including the cover page and narrative, no later than the third week of practicum. Forms for submission of the proposal are available in the CDIS office. If students do not complete this project by the end of the last practicum, they will receive a grade of "incomplete" in their final practicum until the project/course requirement has been completed.
3. Upon approval by the GSU supervisor, collect data.
4. Present the project at a practicum seminar.

Submit to the faculty a formal paper, summarizing the project.

REFERENCES:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th ed.* Washington, DC: Author.
- Irwin, D. L., Pannbacker, M., & Lass, N. J. (2008). *Clinical research methods in speech-language pathology and audiology.* San Diego: Plural Publishing.
- Richards, S.B., Taylor, R.L., Ramasamy, R., and Richards, R.Y. (1999). *Single Subject Research: Applications in Educational and Clinical Settings,* San Diego: Singular Publishing Group, Inc.
- McReynolds, L.V. & Thompson, C.K. (1986). Flexibility of single-subject designs. Part I: Review of the basics of single-subject designs. Journal of Speech and Hearing Disorders, 51, 194-203.
- Kearns, K.P. (1986). Flexibility of single-subject experimental designs. Part II: Design, selection and arrangement of experimental phases. Journal of Speech and Hearing Disorders, 5, 204-214.
- Connell, P.J. & Thompson, C.K. (1986). Flexibility of single-subject experimental designs. Part III: Using flexibility of design or modify experiments. Journal of Speech and Hearing Disorders, 51, 215-225.
- Supplement on Treatment Efficacy: Part I (1996). Journal of Speech and Hearing Research, 41, S60-S116.
- Supplement on Treatment Efficacy: Part II. (1998). Journal of Speech and Hearing Research, 41, S3-S57.