

**Dewar College of Education and Human Services
Valdosta State University
Department of Communication Sciences and Disorders**

**CSD 5050
Beginning Practicum
2 Semester Hours**

Guiding Principles (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

ASHA STANDARDS ADDRESSED

STANDARD IV-E: The student must demonstrate knowledge of standards of ethical conduct.

STANDARD IV-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

STANDARD V-A: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

STANDARD V-B: The Student must complete supervised clinical experiences sufficient in breadth and depth to achieve skills outcomes in evaluation, intervention and interaction & 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.

INSTRUCTORS

See the Clinic Handbook for contact information for the clinical faculty.

COURSE DESCRIPTION

A supervised experience in a university or community-based setting requiring application of assessment and treatment procedures for individuals with mild to moderate articulation and language disorders. This course will include seminars on topics related to the profession.

REQUIRED TEXTBOOKS

ShIPLEY, Kenneth & McAfee, Julie (2005). **Assessment in Speech-Language Pathology: A Resource Manual** (3rd ed.) Thomson Delmar Learning.

Secord, Wayne (2006) **Eliciting Sounds: Strategies and Techniques for Clinicians** (2nd Ed.), Thomson Delmar Learning

SUGGESTED READINGS

Meyer, Susan M. (2004) **Survival Guide for the Beginning Speech-Language Clinician**, (2nd Ed.) PRO-ED, Inc.

Nicolsi, Lucille, Harryman, Elizabeth, Kresheck, Janet (1989) **Terminology of Communication Disorders Speech-Language-Hearing** (3rd Ed.), Williams & Wilkins

COURSE OBJECTIVES (CO):

The following skills should be attained by the end of the semester with moderate support from the supervisor. The client assignment will be limited to one or two clients with less severe disorders as compared to subsequent semesters. ASHA standards are listed in parentheses.

1. Review client files and determine appropriate treatment objectives. (V-B:1b; 2a)
2. Write measurable treatment objectives. (V-B: 2a)
3. Baseline treatment objectives and determine appropriate levels of difficulty. (V-B: 1c)
4. Plan and effectively implement tx activities that address objectives. (V-B: 2c) O-FL_{2.1}
5. Write and implement lesson plans including appropriate methods (inc. error/teaching strategies) to meet therapy objectives.(V-B: 2b; 2e)
6. Plan and implement reinforcement/behavior management techniques.
7. Collect data and write progress/SOAP notes. (V-B: 2f)
8. Analyze and use data to guide ongoing planning. (V-B: 2d) O-AL_{2.2}
9. Administer standardized tests, score and interpret. (V-B: 1c)
10. Interpret diagnostic information and make appropriate recommendations. (V-B: 1f; 2g) O-AL_{3.1}
11. Write progress reports given a sample format. (V-B: 2f)

12. Utilize research and apply coursework knowledge in providing evidence-based clinical practice. (V-B) O-CPL_{2.1}

13. Demonstrate knowledge of and competence in following ASHA code of ethics and scope of practice. (V-B:3d, IV-E) O-EDL_{1.2}

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

Clinicians will be assigned 1-2 clients under the direction of clinical faculty. Assignments are given at the beginning of the semester; however, due to client needs, etc. the assignments and/or schedule may change and as a result, clinician's schedules outside of class time must be flexible.

Clinicians will complete clinical requirements as specified by each assigned clinical supervisor in order to meet course objectives. Minimal requirements may include: lesson plans/SOAP notes, data recording, report writing, and clinic meetings.

Clinicians will attend an Orientation Meeting at the beginning of the semester. Handbooks and other important information will be distributed.

Clinicians will attend 3 mandatory seminars during the semester. The schedule/topics are distributed at the beginning of each semester. See the clinic handbook for the policy on seminars.

Clinicians must pass a Handbook/Code of Ethics test with a score of 80% or higher (by midterm in order to remain in practicum). **O-EDL_{3a}**

COURSE EVALUATION

Clinicians are assigned midterm and final grades. Practicum grades are calculated as follows: therapy case: 75% of overall grade; evaluation or screening: 25% of overall grade. If a clinician has more than one supervisor/assignment, the final grades are averaged by the clinic director according to the weighting listed above. Any unexcused absence from a seminar will result in the lowering of the average by one letter grade. Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less

Formative assessment is conducted throughout the semester. For example, the FACCC form (related to ASHA standards) is used as formative assessment at the end of each semester on each student by their supervisors.

The College of Education remediation plan/concern form process may be implemented by clinical faculty as needed.

Failure to pass clinic results from a grade of D or F. If a clinician earns a D or F in practicum, his/her accrued clock hours during that semester do not count toward ASHA certification.

(See clinic handbook for samples of grade forms and the FACCC; see COE Website for concern form process as well as the Clinic Handbook.)

ATTENDANCE POLICY

See the Clinic Handbook for the attendance policy.

PROFESIONALISM

Practicum students are required to act in a professional manner at all times (Appendix F in the Clinic Handbook). Any student who violates any aspect of the ASHA Code of Ethics (Appendix C of the Clinic Handbook), may receive a failing grade in practicum.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES ON PLAGIARISM

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website at <http://valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Act of 1974, Age Discrimination in Employment Act of 1976, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in the course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Faber Hall. The phone numbers are 245-2498 (V), 229-375-5871 (VP) and 219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION (SOI)

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available in TYPHON. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results.