

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

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**CSD 5140  
Advance Practicum  
3 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](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, community and/or home-based setting with emphasis on test administration, scoring, and interpretation for client services. Treatment of moderate to severe articulation, language, fluency, voice, hearing and neurogenic communication disorders is emphasized. Student seminars centered on presentations of diagnostic reports/results and proposed intervention strategies are included in this course.

### **REQUIRED TEXTBOOKS**

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

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

### **SUGGESTED READINGS**

Meyer, Susan M. (2004) **Survival Guide for the Beginning Speech-Language Clinician**, (2<sup>nd</sup> 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<sub>2.1</sub>
5. Write and implement lesson plans including appropriate methods (inc. error/teaching strategies) to meet tx 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<sub>2.2</sub>
9. Administer standardized tests, score and interpret. (V-B:1c)
10. Interpret diagnostic information and make appropriate recommendations. (V-B:1f; 2g) O-AL<sub>3.1</sub>
11. Write progress reports given a sample format. (V-A; V-B:2f)
12. Utilize research and apply coursework knowledge in providing evidence-based clinical practice. (VI-F) O-CLP<sub>2.1</sub>

13. Demonstrate knowledge of and competence in following ASHA code of ethics and scope of practice. (IV-E; V-B:3d) O-EDL<sub>1,2</sub>
14. Demonstrate screening techniques for speech and hearing. (V-B:1a)
15. Identify assessment instruments needed for clients based on chart information and/or observation. (V-B:1c)

In addition to the above skills, the advanced clinician should with minimal assistance:

16. Develop plan(s) for speech/language evaluation(s). (V-B:1a; 1c)
17. Administer, score, and interpret standardized and non-standardized tests and informal assessment. (V-B:1c; 1d; 1e)
18. Write diagnostic report(s). (V-A; V-B:1f; 1g)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

Clinicians will be assigned 3 clients under the direction of clinical faculty. Clinicians may also be assigned to diagnostic and/or screening sessions. 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 5 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.

### **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](mailto: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.