

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

**CSD 5190
Applied Practicum in the Public Schools
9 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

Supervised practicum consisting of full-time off campus placement in public schools under the direct supervision of a speech-language pathologist holding the certificate of Clinical Competence. Students participate in client management, diagnosis, scheduling, staffing, and other activities specific to the setting. May be repeated with instructor's consent.

REQUIRED TEXTBOOKS:

As determined by the instructor

COURSE OBJECTIVES (CO):

Individuals taking this course will demonstrate knowledge of the following:

ASHA standards are listed in parentheses.

1. Lesson plan writing inclusive of behavioral objectives, procedures, and materials. (Principles 1, 2, 3, 4; Outcome 7) (**ASHA Standard IV-G: 1c, 2a, 2c**)
2. Administration and scoring of a wide variety of tests for articulation, language, voice, fluency, hearing impairment and other communication disorders used by clinicians in public school settings. (Principles 2, 3; Outcome 8) (**V-B:1c-g**)
3. Collection of a baseline of behaviors. (Principles 2, 3; Outcomes 8, 9) (**V-B: 1c, 1d, 2d**)
4. Scheduling clients according to the time frame set forth by guidelines for the public schools. (Principle 4; Outcome 7) (**V-B: 2a-b**)
5. Determination of appropriate objectives for a wide variety of communication disorders based upon baseline data and other information such as test results and reported observations. (Principle 4; Outcome 7) (**V-B:2a**) **O-CPL_{3,1}**
6. Determination of appropriate materials for a varied communicatively handicapped population. (Principles 1, 2, 3, 4; Outcomes 7, 9) (**V-B:2c**) **O-DL_{3,1}**
7. Determination of appropriate therapeutic intervention strategies for a wide variety of communication disorders. (Principles 1, 2, 3, 4; Outcomes 7, 9, 10) (**V-B:2a-c**) **O-TL_{3,1}**
8. Collection and recording of therapy data for the purposes of record keeping and accountability. (Principles 1, 2, 3; Outcome 8) (**V-B:2d**)
9. Attendance at required meetings according to meeting of the guidelines set forth in I.D.E.A. (Principles 1, 2, 3, 4; Outcomes 9, 10) (**V-B:2f**)

10. Relating tests results to clients through prognosis and identification of areas needing redemption, additional testing, and referrals. (Principles 1, 2, 3, 4; Outcomes 9, 10) **(V-B:2g, 3b)**
O-AL_{2,2}

11. Relating test results to parents and appropriate others. (Principle 4; Outcomes 9, 10) **(V-B:3a, 3c)** **O-FL_{3,2}**

12. Development of a portfolio as outlined by the Director of Off-Campus Practicum. (Principles 1, 2, 3, 4; Outcomes 7, 8, 9, 10) **(V-B:1c, 1e, 1g, 2a-f)**

13. Management of behavioral disorders of the communicatively handicapped. (Principles 1, 2, 3, 4; Outcomes 7, 9, 10) **(V-B:1g)**

14. Determination of and following all state guidelines for performing the services of a speech-language pathologist in the he public school setting as set forth in the state directory. (Principles 1, 2, 3, 4; Outcomes 7, 8, 9, 10) **(V-B:1-3)** **O-EDL_{1,2}**

15. Accrument of appropriate clinical hours for certification by the American Speech-Language-Hearing Association. ((Principle 4; Outcome 10) **(V-B:1a-g, 2a-g, 3a-d)**

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. This is a professional level course, and as a result, professional behavior is expected. Students are to be on time for their practicum. Their dress and conduct is to be within the guidelines set forth by the school district in which they are guests during this practicum experience. (Objectives 4, 14) **(V-B:3-d)**

2. Students are expected to adhere to the same time schedule as their supervising teachers. (Objectives 4, 14) **(V-B:3-d)**

3. Students will be expected to both assess and provide clinical intervention to a wide variety of communicatively handicapped clients during this experience. (Objectives 1, 2, 3, 7, 8, 13) **(V-F)**

4. Students will be expected to make therapeutic recommendations and referrals based upon their assessment and intervention date and observations. (Objectives 5, 9) **(V-B:2-e, 2-g)**

5. Students are required to read and become familiar with the State Directory guidelines for the provision of services. Supervising teachers will ask them questions relating to these guidelines and their implementation. (Objective 14) **(IV-G)**

6. Students will be required to take part in and be an active participant in staffings, IEP meetings, and other meetings scheduled as part of providing services to their client population. (Objectives 4, 7, 9, 10, 11) **(V-B:2-f)**

7. Students will be required to enter in their clinical hours daily/weekly into Typhon.(Objectives 14, 15) **(V-C,)**

8. Students are required to write and provide lesson plans when they begin teaching. The teaching situation could be individual, small groups, in-class instruction, collaboration,

consultancy, or some other format. Lesson plans will follow the format as set forth by the supervising teacher and the university supervisor. On day that the university supervisor observes the public school practicum via the video observation, the university supervisor will expect a copy of the lesson plans that covers that lesson. Without lesson plans, the university supervisor cannot adequately evaluate the student's performance. Lesson plans will include goal statements, objectives, procedures, and the materials needed in the activities. (Objectives 1, 4, 6, 7, 8, 13) **(V-B:2-e, 2-f)**

9. Students are required to complete a portfolio in LiveText which is explained in detail and for which written guidelines are provided by the Director of Off-Campus Practicum at a meeting preceding the public school practicum experience. (Objective 12) **(V-B:2-e, 2-f)**

10. Students are expected to complete all the hours necessary for children to meet clinical certification by the American Speech-Language-Hearing Association in this public school practicum. (Objectives 14, 15) **(V-D)**

11. In regards to the above requirements and objectives, the Department of Communication Sciences and Disorders is aware that the primary requirements of the student in this public school experience will be determined by the supervising teacher and the department's expectations should not negatively affect the teacher's instructional program. When there appears to be conflict between departmental requirements and those of the supervising teacher, the university supervisor requests that the conflict be discussed and resolved. If the resolution is unsatisfactory to the student in this practicum experience, or the supervising teacher, they should feel free to contact the clinic director then the Head of the Department of Communication Sciences and Disorders, in that respective order. (Objectives 9, 14)

COURSE EVALUATION

This experience requires the combined input of both the university supervisor and the supervising teacher. The supervising teacher will recommend a grade for this practicum experience. The university supervisor will take this grade under advisement in the determination of the grade to be assigned. Each student will be assigned a grade for their portfolio which will count as 15% of the grade for this practicum experience. Each student will be given individual feedback by both the supervising teacher and the university supervisor on their lesson plans and other written work as well as feedback about individual therapy sessions observed via the video observation. In addition, each student will meet with their supervising teacher at both the mid-term and at the end of the semester to receive verbal feedback regarding the individual's performance. The Mid-Term/Final Evaluation form developed for off-campus practicum will be used for this evaluation. In addition, the FACCC form (related to ASHA standards) is used as formative assessment at the end of each semester on each student by their supervisors. Copies of these evaluations and their recommended grades are sent to the university supervisor for inclusion in the students' Academic Advising Folder. These mid-term and final evaluations will consist of discussion of relative strengths and those areas needing improvement. Grades will be assigned based upon previous clinical experiences, types of clients assigned, case management, etc. The grading scale used will be:
Grading Scale: A = 90-100 (Outstanding), B = 80-89 (Good), C = 70-79 (Adequate), D = 60-69 (Poor), F = 59 or less (Not Satisfactory)

ATTENDANCE POLICY

Students are allowed one sick day during this practicum experience. More than one absence could jeopardize the satisfactory completion of the public school practicum experience and additional days may be needed to successfully complete the practicum requirements. If true, these days will be added to the end of this practicum experience in an extension of it in accordance with university policy. (Which states that any days missed during the off-campus practicum are to be made up at the end of the original designated time.) If a student is ill, she/he is required to contact the supervising teacher and the university's supervisor.

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 a Student Opinion of Instruction survey (SOI). Students will receive this form in an email at the beginning of their practicum. 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.