

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

**CSD 5210
Externship in Speech-Language Pathology
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. **(V-B: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 the medical settings **(V-B:1c-g)**
3. Collection of a baseline of behaviors. **(V-B:1c, 1d, 2d)**
4. Scheduling of clients according to the time frame set forth by guidelines for clinical facilities, keeping in mind all the factors associated to the medical settings in which these clients reside as well as their individual wishes in regards to the therapeutic process; **(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, reported observations, informal assessments, and interviews; **(V-B:2a) O-CPL_{3,1}**
6. Determination of appropriate materials (i.e. technological, hands on manipulative, etc.) for a varied communicatively handicapped population; **(V-B:2c) (O-DL_{3,1}) O-TL_{3,1}**
7. Determination of appropriate therapeutic intervention strategies for a wide variety of communication disordered clients; **(V-B:2a-c)**
8. Collection and recording of therapy data for the purposes of record keeping and accountability. **(V-B:2d)**
9. Attendance at required meetings, such as staffings, records review, and others as needed within the setting in which the student is placed; **(V-B:2f)**

10. Relating tests results to clients through prognosis and identification of areas needing redemption, additional testing, and referrals; **(V-B:2g, 3b) O-AL_{2,2}**
11. Relating test results to parents, spouses, and/or appropriate others; **(V-B:3a, 3c) O-FL_{3,2}**
12. Development of materials as determined by the university supervisor for the setting in which the student is placed; **(V-B:1c, 1e, 1g, 2a-f)**
13. Management of behavioral disorders of the communicatively handicapped; **(V-B:1g)**
14. Accrue ment of appropriate clinical hours for certification by the American Speech-Language-Hearing Association; **(V-B:1a-g, 2a-g, 3a-d)**
15. Determination of and following all state, local, and federal guidelines for the provision of services by a speech-language pathologists in clinical settings as set forth in the state license act. **(V-B:1-3) O-EDL_{1,2}**

COURSE ASSIGNMENTS/ACTIVITIES/REQUIREMENTS

1. This is a professional level course, and as a result, professional behavior is expected. Students are expected to be on time for their practicum. Their dress and conduct is to be within the guidelines set forth by the facility in which they are a guest during this practicum experience. (Objective 4) **(V-B:3d)**
2. Students will be expected to both assess and provide clinical intervention with a wide variety of communicatively handicapped clients during this practicum experience. (Objectives 1, 2, 3, 5, 6, 7, 8, 13) **(ASHA Standard III-D AND IV-F)**
3. Students will be expected to make therapeutic recommendations and referrals based upon their assessment and intervention data and observations. (Objectives 2, 3, 5, 9, 10, 11, 13) **(V-B:2e, 2g)**
4. Students are required to read and become familiar with the state and federal guidelines in the delivery and provision of these services. On-site supervisors and/or university supervisors will ask them questions relating to these guidelines and their implementation. (Objectives 9, 12, 15) **(IV-G)**
5. Students will be expected to complete two diagnostics and up-load them in their portfolio in LiveText which will be explained in detail and for which written guidelines are provided by the Clinic Director at a meeting prior to the externship experience. (Objective 12) **(V-B:2e-f)**
6. Students and their on-site supervisors will be contacted at least three times throughout the semester via teleconferences or email to determine an evaluation of their practicum experience. An on-site visit will be performed if necessary or requested. (Objective 14)
7. Students are expected to adhere to the same time schedule as their on-site supervisor; (Objective 4) **(V-B:3d)**

8. Students will be required enter their clinical hours into Typhon daily/weekly to ensure that their clinical hours are current; (Objectives 14, 15) **(V-C)**

9. Students are required to complete a portfolio in LiveText which is explained in detail and for which written guidelines are provided by the Clinic Director at a meeting preceding the externship experience. (Objective 12) **(V-B:2e-f)**

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

11. In regards to the above requirements and objectives, the Department of Special Education and Communication 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 medial 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.