

California State University, Sacramento
Department of Communication Sciences and Disorders

CSAD 229C Practice: Speech Disorders III

Spring 2019

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Class Location: Maryjane Rees Language Speech and Hearing Center

Class day/time: Mondays & Wednesdays 4pm-6pm

Sections: CSAD 229C 1-3

Units: 2

Clinical Instructors:

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Course Description

Supervised clinical practice emphasizing children and adults whose speech is disrupted secondary to developmental disorders and syndromes, degenerative disorders or complex problems. **Note:** Allied Health and Education programs require a \$20.00 annual fee for insurance. The insurance is \$20.00 per academic year and not charged per course.

Prerequisite(s): Instructor permission

Corequisite(s): CSAD 228C

Place of Course in Program

This supervised clinical practicum course is placed in the curriculum at the graduate level while they graduate student is completing related coursework (228C Speech III Methods) concurrently with this practicum in multiple speech and language disorders and augmentative communication.

Learning Outcome Competencies: CSAD 229C:

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester

CSAD 229C Specific Student Learning Objectives:

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

1. Assess the client's current communication disorder, by designing and carrying out an individualized assessment
2. Create pertinent history interview questions
3. Add and/or revise history questions based on information provided by client/caregiver during interview
4. Interpreting test and therapy results with the client/caregiver at least three times in the semester in the therapy room

5. Creation of a home program during and at the conclusion of the semester that includes a client/caregiver training system

6. Interpret the assessment results and create the semester's specific, objective, measurable goals and objectives for each client
7. Competently complete required clock hours
8. Write lesson plans and SOAP notes which include long term goals, short term objectives, treatment methods/procedures and data for each session
9. Write initial and final case reports for each client that includes history, evaluation and therapy (including goals and objectives) information that is written to professional standards
10. Attend meetings with your supervisor on a weekly basis
11. Evaluate the students own clinical strengths and challenges
12. Participate in a midterm and final performance evaluations and conferences
13. Implement professional and ethical behaviors and demonstrate these behaviors during interactions with clients, caregivers, clinical instructors and clinic staff

Course and Clinic Policies

Attendance: Attendance to weekly meetings with clinical instructors is required. Prompt attendance for treatment sessions is required. Any missed treatment or evaluation sessions must be made during the week before final exams and approved by your clinical instructor. Should you need to miss or be late for a session your clinical instructor must be notified and clinic policies followed.

Clinical Instructors: Clinical instructors were assigned by the scheduling office. No scheduled changes are permitted without the approval of the clinic coordinator. Clinical instructors and students must meet on a weekly basis in either individual or group meetings.

Clinic Handbook: You are responsible for following the policies and procedures in the Clinic Handbook.

Equal Access: California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Grading Policy: A passing grade for clinic performance is based on the Final Clinical Competencies. You should review competencies BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competencies will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competencies are separated into four (4) general categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter Grades will be based on the following:

SCORE	GRADE	DESCRIPTION
93 – 100%	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) <ul style="list-style-type: none"> ● Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented ● Demonstrates creative problem solving ● Clinical Instructor consults and provides guidance on ideas initiated by student
90 – 92%	A-	
87 – 89%	B+	<u>Meets Performance Expectations</u> (Minimum to moderate assistance required) <ul style="list-style-type: none"> ● Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency ● Student can problem solve and self-evaluate adequately in-session ● Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
83 – 86%	B	
80 – 82%	B-	
77 – 79%	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> ● Inconsistently demonstrates clinical skill/behavior
73 – 76%	C	
70 – 72%	C-	
67 – 69%	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> ● Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate ● Student is aware of need to modify behavior, but is unsure of how to do so ● Maximum amount of direction and support from clinical Supervisor required to perform effectively.
63 – 66%	D	
60 – 62%	D-	
0 – 59%	F	
		Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
		<u>Unacceptable Performance</u> (Maximum assistance is not effective) <ul style="list-style-type: none"> ● Clinical skill/behavior is not evident most of the time ● Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so ● Specific direction from Clinical Instructor does not alter unsatisfactory performance

Class Schedule:

After each treatment session the clinician is required to complete therapy logs and respond to supervisor comments. In addition, SOAP or lesson plans are due on a weekly basis. Your CI will provide you with a day and time that SOAP notes are due.

All SOAP notes, reports, or any other client related correspondence must be sent via CSUS email to your CI's CSUS email.

Clinical instructors may alter due dates or require additional assignments.

- Week 1: Submit client summary to clinical instructor, if required.
- Week 2: Interview questions due to supervisors, if required.
- Week 3: Clinic begins. Complete clinic required forms and conduct interviews.
- Week 4: Conduct evaluations.
- Week 5: Complete assessment.
- Week 6: Submit first draft of Initial Case Reports (ICR). This draft is graded.
- Week 7: Continue therapy.
- Week 8: Submit final draft of ICRs to your clinical instructor. Midterm competency meetings begin this week.
- Week 9: Continue therapy.
- Week 10: Continue therapy.
- Week 11: Continue therapy.
- Week 12: Submit Final Care Reports (FCR).
- Week 13: Make FCR corrections and resubmit to your clinical instructor.
- Week 14: Conduct final conference with client/caregiver. Final reports are given to clients/caregiver.
- Week 15: Dead Week. Make up clinic hours if needed. Meet with CI for final competency evaluation.
- Week 16: Finals Week.

CSAD 229C Practice: Speech Disorders III

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

*The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.

*The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.

*The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).

* The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

*The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

*The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.

*The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.