

California State University, Sacramento
Department of Communication Sciences and Disorders

CSAD 229A Clinical Practicum: Speech Disorders 1

Spring Semester, 2019
Times and Dates TBD Based on Clinic Schedule

Didactic Instructor

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Clinical Instructors

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Catalog Course Description

Supervised clinical practice emphasizing articulation and phonological disorders, and phonological difficulties associated with English as a second language (ESL). Clients may include both children and adults. 2.0 units.

Corequisite(s): CSAD 228A.

Other Requirements

1. GPA in prerequisite speech pathology courses of 3.00 or better.
2. Grades of C or better in all courses taken in the major.
3. Be concurrently enrolled in CSAD 228A.
4. Passing of speech and language screening required by department.
5. Department Background Check.
6. Completion of a TB test and the 3 shot Hepatitis (HBV) series of vaccinations.

Learning Objectives

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

1. Demonstrate knowledge of **typical developmental milestones** from birth to 22. [CTC 2a]
2. Demonstrate knowledge of speech/language development/disorders across the range of disabilities and in special populations as designated in this clinic. [CTC 2d, 3a,b, 1a]
3. Design, plan, and carry out speech/language **assessments** using:
 - a. Standardized measures
 - b. Non-standardized measures (i.e. speech/language samples)
 - c. Case history including interviews and review of client files. [CTC 4a,b, 1b]
4. Interpret and apply assessment information to design a **treatment program**, including:
 - a. Baselineing
 - b. Goal-setting
 - c. Choosing appropriate intervention techniques re: client and goals. [CTC 4e, 5a, 2b]
5. Discuss assessment findings and treatment programming with client/caregiver with special attention to culturally and linguistically diverse (CLD) client profiles. [CTC 3a]
6. Implement the treatment plan, including:
 - a. Developing daily objectives/lesson plans to achieve goals
 - b. Collecting data in a structured and organized manner
 - c. Developing and maintaining positive rapport with client
 - d. Effectively using behavioral intervention strategies as needed. [CTC 5e]
7. Maintain professional and ethical behaviors with the client, caregiver, other professionals and paraprofessionals, and clinical instructor. [CTC 4a]
8. Write clear, concise, and clinically accurate initial case (ICR) and final case (FCR) reports, implementing feedback from clinical instructors.
9. Attend weekly conferences with the assigned clinical instructor.
10. Complete a minimum of 30 total hours of client contact, including at least 4 hours in assessment.

Assessment

The above learning outcomes will be assessed through weekly written lesson plans, Initial and Final Case Reports, skill with client assessment, the creation of therapy materials and implementation of therapy techniques, and the use of professional conduct. The graduate student will receive written feedback on every therapy session as well as verbal feedback at least weekly. In addition, the graduate student will receive a midterm and final exam with letter grade via CALIPSO documentation system.

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, Evaluation, Intervention, 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.

SCORE	GRADE	DESCRIPTION
93 – 100%	A	<u>Exceeds Performance Expectations</u> <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> <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> <ul style="list-style-type: none"> • Inconsistently demonstrates clinical skill/behavior • Student’s efforts to modify performance result in varying degrees of success • Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
73 – 76%	C	
70 – 72%	C-	
67 – 69%	D+	<u>Needs Significant Improvement in Performance</u> <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	<p><u>Unacceptable Performance</u></p> <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

Equal Access

California State University – Sacramento’s 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.

If you need course accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor.

Academic and Clinical Integrity

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (hereafter referred to as Sacramento State) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.¹

¹ <https://www.csus.edu/um anual/student/stu-0100.htm>

The American Speech Language Hearing Association (ASHA) adheres to a Code of Ethics, which you are expected to follow as a student clinician.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships.²

Basic Needs Support

Sacramento State has a number of programs to support students in temporary housing assistance, nutrition supplementation, and for student emergencies. <https://www.csus.edu/basicneeds/>

Mental Health and Counseling

If you or a loved one are in crisis, please reach out. For immediate assistance, consider <https://www.crisistextline.org/>. For additional counseling support, Sacramento State offers counseling services through the WELL. Or just reach out to any of your professors, and we can help you to find the resources you need.

General Course Policies

1. **Attendance**: Prompt attendance at clinic treatment sessions is required at all times. Any missed assessment or treatment sessions must be made up during the week between the end of clinic and finals week and with the approval of your clinical instructor. A clinical instructor must be supervising your sessions at all times.
2. **Paperwork**: Submission of the Initial Case Report, revised Initial Case Report, and Final Case Report are required. Failure to submit case reports in a timely fashion will result in failure of the Writing and/or Professional Behavior competencies. In addition, graduate clinicians are expected to submit weekly lesson plans, SOAP notes, and/or reflective journaling as indicated by the Clinic Coordinator and Clinical Instructors.
3. **Clinical Instructors**: Your clinical instructor and your therapy times have been assigned to you by the scheduling office. No change to your schedule may be made without the approval of the Clinic Coordinator. Your Clinical Instructors are required to meet with you on a weekly basis. Those meetings may be individual or group conferences to discuss clients and assessment/treatment plans. Attendance at these conferences is mandatory. If you have concerns that your clinical development is not being adequately addressed, you should first talk with your clinical instructor. If you remain concerned, speak with the Clinic Coordinator.

General Clinic Policies

1. **Clinic Handbook**: A Clinic Handbook will be provided to you at the start of the semester. You are responsible for following the policies and procedures described in the Clinic

² <https://www.asha.org/code-of-ethics/>

Handbook. You are expected to have read the clinic handbook prior to the first day of clinic.

2. Video Recordings: Video Recordings of clients MUST remain in the clinic. They may be downloaded to the “Speech 1” flashdrive ONLY for the purpose of class presentations. These recordings may not be taken home. A violation of this policy will result in the student receiving a failing grade in the clinic. Only the CORS system may be used for video recording. (Clinic Handbook pg. 18)
3. Audio Recordings: Audio Recordings of clients are allowed on personal devices with client permission and as long as they do not contain client protected health information (PHI), including names. Students may NOT record conferences with their clinical instructors without express permission. (Clinical Handbook pg. 18)

SCHEDULE

Semester Week	Clinic Week	To Do
1	0	Clients are assigned. Read client files. <u>Make appointment with Clinical Instructor (CI)</u> to plan first sessions. Write a summary of client information to take to your first meeting with CI.
2	0	Interview questions due to clinical instructors, if required. Review tests and prerequisite course notes. Decide on tests <u>and practice</u> prior to initiation of therapy. Start writing the Pertinent History section of the Initial Case Report with information contained in the client’s file.
3	1	<u>First week of clinic</u> for most clients. Have client sign Client Permission form and complete first session paperwork. Review clinic policies and procedures, including the Notice of Privacy Practice form. Conduct interviews. Play with child clients and obtain a language & speech sample. Obtain a speech & language sample from adult clients by chatting; maybe begin testing with adult clients. Revise Pertinent History section of the Initial Case Report to include a summary of the interview information. Bring speech sample analysis (with summary of client’s speech errors) to methods class.
4	2	Conduct evaluations. Complete informal probing to determine candidate goals, narrow down candidate goals to 3-4 with CI approval. Chart baseline behaviors/collect baseline data on candidate goals. Summary of interview due to clinical instructor if required. Score all formal/informal tests administered to date. Score your assessment protocols on the same day as you complete the assessment.
5	3	Continue assessment, score tests, analyze test results and write the assessment section of your Initial Case Report.
6	4	Initial Case Report is due in the Methods class and to your CI. Provide CI with a copy of your treatment plan. Begin treatment plan. Discuss assessment and treatment plan with client/caregivers.
7-8	5-6	Make revisions to ICR following CI feedback. Midterm performance evaluations/conferences occur by the end of week 8.
9-13	7-11	Continue with treatment plan. Prepare first draft of Final Case Report.

14-15	12-13	Last week of Clinic: Conduct Final Conference with Client/Caregiver. All final reports must be completed, signed and ready to go into the client's file. Release forms for exchange of information should be included with report. Submit client contact hours form to clinical instructor.

CSAD 229A Practica: Speech Disorders I

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 Pathology:

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: acoustic 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.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of articulation.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of articulation.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of articulation.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of articulation.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of articulation.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of articulation.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of articulation.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of receptive and expressive language.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of receptive and expressive language.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of receptive and expressive language.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of receptive and expressive language.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of receptive and expressive language.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of receptive and expressive language.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of social aspects.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of social aspects.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of social aspects.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of social aspects.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of social aspects.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of social aspects.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of articulation.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of articulation.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of articulation.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of articulation.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as

- appropriate to meet the needs of clients/patients in the area of articulation.
- Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of articulation.
- Standard V-B 2g. Identify and refer clients/patients for services as appropriate
- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of articulation.
- Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language.
- Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of receptive and expressive language.
- Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.
- Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.
- Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of receptive and expressive language.
- Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of receptive and expressive language.
- Standard V-B 2g. Identify and refer clients/patients for services as appropriate
- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of receptive and expressive language.
- Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of social aspects.
- Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of social aspects.
- Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
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- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of social aspects.
- Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of social aspects.
- Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of social aspects.
- Standard V-B 2g. Identify and refer clients/patients for services as appropriate
- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of social aspects.

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.