

CMSD 684: Advanced Clinical Practicum
California State University, Chico
Fall 2018

INSTRUCTOR INFORMATION

Instructor: Kenyan L. Martin

E-mail: klmartin@csuchico.edu

Cell phone: 949-690-5930 (texting is permitted for scheduling updates or in case of emergency)

Phone: 898-4277

Office: AJH 112B

Office Hours: W 11:30-12:30; F 10-12 & 2-3 or by appt

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide supervised clinical experience in speech, language and/or hearing rehabilitation in the on-campus clinic. The purpose of this practicum is to enable the student to develop competency in skills and general treatment principles, disorder-specific treatment techniques, report writing, clinical problem-solving, cultural issues in treatment, professional requirements, and ethics in the management of speech, language, and/or aurally impaired individuals.

Course Objective	Implementation	Criteria	Program SLO	Accreditation Standards		
				CAA	CFCC	CTCC
Demonstrate skills in assessment	Clinical sessions, reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.4B 3.6B	V B-F	SLP 4 PS 5
Demonstrate skills in development of lesson plans	Clinical sessions, reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.5B 3.6B	V A-B	SLP 5
Implement therapy appropriate to client disorder	Clinical sessions, reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.5B 3.6B	V A-F	SLP 5
Demonstrate skills in monitoring progress	Clinical sessions, reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.5B 3.6B	V B	SLP 5
Demonstrate skills in utilization of EBP	Clinical sessions, reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4, 5	3.5 B 3.6 B	IV F V B	SLP 5
Demonstrate skills in documentation of clinical performance	Clinical sessions, SOAP notes, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.5B 3.6 B	IV G V A-B	SLP 5
Demonstrate skills in writing Initial and Final Case Reports	Reports, consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4	3.1.5B 3.6 B	V A	SLP 5
Communicate with ancillary individuals (e.g., family members, teachers, doctors)	Clinical sessions and consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	4, 5	3.1.1B 3.6B	V A-F	SLP 5, 7 PS 4

Professional Practice Competencies*	Clinical sessions, reports, and consultations	Supervisor Evaluation of Student – 2 or above on pertinent evaluation items	5	3.1.1B 3.6B	V-B	PS 2-4
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*Professional practice competencies include: accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice

Program Student Learning Outcomes

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies.
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0

COURSE REQUIREMENTS

The student clinician is responsible for reading and adhering to the guidelines, procedures and policies stated in the *Student and Clinic Handbook* and following ASHA’s Code of Ethics during all clinic experiences. Each student clinician will be responsible for the following: studying the client’s case history, diagnostic report, past treatment plans/case reports; contacting the client/family in regards to clinic schedules; implementing evidence-based treatment techniques in therapy; participating in collaborative meetings weekly with supervisor; completing all written reports/notes/plans outlined in syllabus; and treating each client, his/her families, cohort members and CI with professionalism and respect.

Additionally, familiarization and a basic understanding of the following areas in the Clinician’s Handbook are essential to this course: Evaluation, Intervention, Interaction and Personal Qualities, Procedures and Conduct, and Clinical Supplies. Elaboration of topics from the Clinician’s Handbook will occur in group meetings or individually as needed.

EVIDENCE BASED PRACTICE

Evidence-Based Practice means integrating scientific evidence, clinician experience, and client priorities into clinical decision-making. You will be expected to proficiently access supportive literature during your clinical practicum this semester. ASHA is a good starting resource:

- Practice Portal (<https://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>)
- Evidence Maps (<https://www.asha.org/Evidence-Maps/>)
- Systematic Reviews (<https://www.asha.org/Research/EBP/EBSRs/>)
- You also have access to other sources through Meriam Library and NSSLHA: ERIC, PubMed, CINAHL, etc. and many journals (AJSLP, LSHSS, and JSHR)

GETTING STARTED

Obtain a Pend-a-flex folder in which to keep clinic paperwork. I will tell you how to arrange them. Receive your client assignment, review the client file, and call the family to introduce yourself, inform them of clinic’s start date, and remind them of their appointment times. If they do not answer, leave a message and try again the next day. If you have not done this before our first meeting, I will ask you to give them a call from my office phone. Begin preparing for our first

meeting. See “client introductions” below. Explore diagnostic materials and have a list of ideas to discuss at our first meeting.

ASSIGNMENTS

- **Client Introduction** - Study your client’s file and introduce your client to the group: client name, age, disorder; goals from the previous semester (if applicable); recent test history and findings; areas you would like to conduct further assessment (either formal or informal); possible test material; EBP documentation of efficacious intervention approaches.
- **Lesson Plans** - Each week you will have a lesson plan due that summarizes the therapy goal(s) (your specific short term objectives for that session/week) and procedures. Lesson plans for the current week are due Mondays by 2pm in your hanging file. Single-spaced, 1 horizontal page.
- **SOAP Notes** - You will write one SOAP note each week summarizing your client’s performance. SOAP notes summarizing the previous week’s performance are due Mondays by 2pm in your hanging file. Single-spaced, 1-2 vertical pages.
- **Data Collection** - Please place your data collection sheet loosely in your Pend-a-flex for my review. Collecting data is an important part of your sessions. Initially, you may need to watch/listen to recordings to accurately take data. You should be recording your own sessions in the event that clinic recording equipment malfunctions. By the end of the semester, most of your data will be collected in session. Consider how you will graph your client’s progress for your final case report, and be sure to collect data consistently. Keep track of the amount of cueing you are providing each session.
- **Initial and Final Case Reports** - You will document client performance in progress in the form of a report twice this semester. These must be typed on clinic computers, which you will share with a peer (plan ahead and coordinate your time). Follow the template in the Grad Student Handbook. First draft is to be double-spaced and peer reviewed before submission to me (you must indicate who your peer reviewer was). Submit all drafts with each revision. I will let you know when I am ready for you to single space your report--this means your report is almost done. When given the all-clear, you will print two final copies, we will sign them, one will be given to Jackie with all assessment protocols, and the other will be presented to the family during one of your sessions. Let’s set your presentation date together, then please let the family know in advance so they know to attend with their child.
- **Video Observation** - Midway through the semester, you will watch a recording of a therapy session and complete a Video Observation Report. This will guide you in the development of some personal goals you aim to achieve by end of semester.

MEETINGS

Student clinicians are required to meet with their assigned CI at least once per week throughout the semester. Meetings will be conducted in both individual and group formats with the exception of mid-term and final evaluations which will be conducted individually. Individual meeting will be scheduled via sign-up sheet on my office door and will occur on Fridays between 10 and noon unless otherwise indicated. Group meetings may happen on occasion. Be prepared for professional collaboration and discussion. During our meetings, we will analyze client/clinician interactions, discuss clinical problems, plan strategies, improve writing skills, and address any other relevant topics. The goal of the supervisory process is to increase your analytical and problem solving skills.

PEER SUPPORT

We will have access to three second-year graduate student interns this semester for AAC and behavior support. Please collaborate with your assigned intern at least once weekly. You may do so in any format you like, but please maintain confidentiality of the clients.

EVALUATION

Feedback and evaluation will be ongoing throughout your clinical experience. Feedback is dynamic--it may occur in person, in writing, or verbally. Please let me know how you best prefer feedback if you have a preference. Our once-weekly meetings will be an important time for debriefing and feedback. Your final grade will reflect your attendance to these meetings, preparedness for the meetings, and ability to apply feedback. Your competencies in many skill areas will be assessed using the Supervisor Evaluation of Student. Your average score will translate to your course grade. This evaluation measures your level of independence (not effort) in a number of targeted areas. This should not be considered a review of your performance. Rather, it is a snapshot of where you are on the Continuum of Supervision (Anderson, 1988). Please note that average performance will likely receive a B in clinic. To receive an A, your performance needs to

exceed expectations. A C or below reflects an inability to demonstrate sufficient improvement and may result in an added clinical practicum before internship is granted.

PROFESSIONALISM

You are to present yourself professionally during all interactions with clients, family/caregivers, and other professionals. Professionalism includes appearance, demeanor and poise, competence, reliability, accountability, organization, and communication (including phone etiquette, written correspondence, and face-to-face encounters). If you feel you need guidance in any of these areas, please see me. If the family asks any questions you do not feel capable of answering, please refer them to me. Please make note of all deadlines in the attached calendar and plan ahead.

CLIENT COMMUNICATION

When relevant, please include details of discussions/education/trainings with family/caregivers in your SOAP notes. For all successful and attempted phone and email correspondence, you are required to keep record in the contact log of the client's master file. Appropriate forms of correspondence include in-person meetings, phone calls, and email. Please CC me on all emails. Texting your client and/or their caregivers is NOT permitted unless special circumstances warrant this form of contact. This must be discussed with me in advance, and I must be included in all text contact with clients in the form of a group message.

CLINIC CONFIDENTIALITY

You are required to keep client information and encounters confidential. At no time should your client's file be removed from the clinic. Follow check-in and check-out procedures in AJH 100, and review your client's file only in AJH 104/105/112F or my office area. Files must be turned in before the end of the day. If the office is locked for any reason during business hours, temporarily put the client file in your confidential hanging file in your computer lab. Under no circumstances should you ever take a file home with you. Furthermore, never take photographs or make copies of client paperwork.

ACADEMIC CONDUCT

Although collaboration with other students is required in certain situations, you are expected to do your own work in clinic. If it is apparent or suspected that you are turning in work that is not your own, it will be dealt with under the guidelines of the University's policy on academic dishonesty.

ATTENDANCE

The student clinician must call the client to inform them of the clinic schedule at the start of the semester and anytime thereafter to cancel therapy. In addition, the clinician must notify me AND the clinic office of any cancellations made by you or your client. Therapy may be cancelled only if absolutely necessary. ***In the case of 3 or more absences, the student clinician will meet with the Clinic Director and will be directed to repeat CMSD 684. Under no circumstances is the clinic session to be cancelled for academic purposes.***

STUDENTS WITH DISABILITIES

If you have any disability related needs in terms of taking exams or other accommodations, please contact Disability Support Service (Building E, 898-5959) on campus to obtain the appropriate documentation. Afterwards, come by my office to discuss your needs within the first two weeks of class so that any necessary arrangements can be made.

ADD/DROP POLICY

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester. During the third and fourth weeks of classes, Change of Program (COP) forms are required in order to add and drop and need instructor's signature. After the end of the fourth week of the semester, all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class

RIGOROUS LEARNING (EXCERPTED FROM CSU STATEMENT OF ACADEMIC RIGOR)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion
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or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Rigorous students:

- Set high personal standards, develop a strong sense of purpose, come to clinic well-prepared, and complete documentation on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat the instructor, fellow students, and the classroom environment with complete respect. Do not miss clinic or meetings, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each day in clinic in a professional manner, as if the practicum was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in group and individual meetings, and also determine which work best for them.
- Demonstrate ethical standards outlined in the Graduate Student Handbook.

CONFIDENTIALITY AND MANDATORY REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a clinical instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

SEMESTER CALENDAR – FALL 2018

(Subject to change with notice)

Date (s):	FOCUS
Week 1: 8/27-8/31	Prepare for pre-therapy testing: <ul style="list-style-type: none"> ● Read <i>Student and Clinic Handbook</i> ● Students receive client assignments and call clients to inform of clinic schedule ● Review client file ● Investigate diagnostic instruments in Materials Room (AJH 104) ● Choose diagnostic instruments and develop plan for testing ● Initial group meeting: Friday, 8/31 at 10am - be prepared to introduce your client to the group and to share your diagnostic ideas
Week 2: 9/3-9/7	<ul style="list-style-type: none"> ● Campus closed on 9/3 ● One-on-one meeting: Friday, 9/7 between 10-noon (sign up sheet at 112B door) ● Bring draft of lesson plan detailing your assessment plan including test names and rationale. Follow the lesson plan template.
Week 3: 9/10-9/14	<ul style="list-style-type: none"> ● Clinic begins on 9/10! Begin assessments. ● Turn in pendaflex to hanging file on Monday before 2pm with finalized lesson plan including rationale for each diagnostic. Cite each source using APA format. ● Begin writing ICR. ● One-on-one meeting: Friday, 9/14 between 10-noon (sign up sheet at 112B door)
Week 4: 9/17-9/21	<ul style="list-style-type: none"> ● Finish pre-therapy assessments and continue writing ICR. ● Complete a peer review of protocol scoring to double-check accuracy; bring protocols and test manuals to weekly meeting for review. ● Write goals; bring a draft of goals to weekly meeting for discussion. ● Group meeting: Friday, 9/21 from 10-11am. Bring a clinical problem to share and be prepared to present suggestions to assist your peers in problem solving.
Week 5: 9/24-9/28	<ul style="list-style-type: none"> ● Begin therapy this week! ● Complete a peer review of ICR for clarity and mechanics.

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	<ul style="list-style-type: none"> ● First draft of ICR due to CI on 9/26 by 2pm. ● Attach Report Tracking Form and all test protocols to ICR with a binder clip. ● Tentative: Behavior Inservice 9/27 from 12:30-2:30
Week 6: 10/1-10/5	<ul style="list-style-type: none"> ● Second draft of ICR due to CI on 10/3 by 2pm. Students requiring no further edits will present ICRs to client family next week. (Call to schedule if necessary.) ● In lieu of meeting: Write a reflection from the behavior inservice sharing what you learned and how you will apply this new information in your sessions. Due 10/5 via email.
Week 7: 10/8-10/12	<ul style="list-style-type: none"> ● Final draft of ICR is due by 10/8 before 2pm; you will need two originals signed by CI give one to Jackie including ALL protocols, and give one to the client/family during ICR meeting ● Schedule and conduct ICR meeting with CI and client/family (CI must be in the room during review of assessments and recommendation of goals) ● One-on-one meeting: Friday, 10/12 between 10-noon (sign up sheet at 112B door)
Week 8: 10/15-10/19	<ul style="list-style-type: none"> ● Review one session from this week; complete and submit Video Observation Report located in the <i>Student and Clinic Handbook</i> (first 1 ½ pages) due 10/19 during one-on-one meeting time. ● Mid-Semester Evaluations: Friday, 10/19 between 10-noon (sign up sheet at 112B)
Week 9: 10/22-10/26	<ul style="list-style-type: none"> ● Group meeting: Friday, 10/26 from 10-11am. Bring a novel therapy activity that you've been using this semester to share with peers.
Week 10: 10/29-11/2	<ul style="list-style-type: none"> ● One-on-one meeting: Friday, 11/2 between 10-noon (sign up sheet at 112B door)
Week 11: 11/5-11/9	<ul style="list-style-type: none"> ● Plan post-treatment assessments and present your ideas at one-on-one this week. ● One-on-one meeting: Friday 11/9 between 10-noon (sign up on 112B door)
Week 12: 11/12-11/16	<ul style="list-style-type: none"> ● Campus closed on 11/12 ● Begin Post-Treatment Testing ● Begin writing FCR. ● One-on-one meeting: Friday, 11/16 between 10-noon (sign up sheet at 112B door)
Week 13: 11/19-11/23	Thanksgiving Break (Campus closed)
Week 14: 11/26-11/30	<ul style="list-style-type: none"> ● Finish Post-Treatment Testing ● Continue working on FCR. ● Group Meeting: Friday 11/30 from 10-11am. Professionally share your client's progress on goals this semester with the group. What went well and what are your personal goals for next semester?
Week 15: 12/3-12/7	<ul style="list-style-type: none"> ● First draft of FCR is due to CI on 12/5 by 2pm. Videotape Observation Report located in the <i>Student and Clinic Handbook</i> due (End of Term Evaluation portion only)
Week 16: 12/10-12/14	Final week of clinic. <ul style="list-style-type: none"> ● Final draft of FCR is due: you will need two originals signed by CI and student, give one to Jackie including ALL protocols, and give one to the client/family during FCR meeting ● Clinician and CI review FCR report with client/client's family during 15-20 minutes of session. Discuss whether client to continue in Spring 2019. ● Final-Semester Evaluations: Friday 12/14 between 10-noon; discuss student's goals for next semester; student keeps a copy of evaluation for portfolio.
	** Materials Room Clean-up jobs sign-up sheet will be posted in 104B
Final Exam Week: 12/17-12/21	<ul style="list-style-type: none"> ● CI to turn in originals of evaluation of student form to Jackie. ● Student must submit hours logs to Jackie before leaving for break!