

**Communication Sciences and Disorders**

**CSD 620-03, Spring 2018**

**Clinical Practicum: 1 Unit**

Tuesdays 5:00-6:50p.m.

**Section 3 - Charly Amen, M.S., CCC-SLP**

Room Location: Rinker campus 9501, Room 102

Office Hours: 6:50-7:30pm and as needed by appointment

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**Clinical Fieldwork Director– Angela Mandas M.A., CCC-SLP**

Office: Rinker 9401

Office Hours: Mondays 1-5:45 p.m., Wednesdays 12-5:30 p.m. and by appointment

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*45 hours of clinical experience in both assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders*

- Textbook: Roth & Worthington (2016, 5<sup>th</sup> edition). *Treatment Resource Manual*. Plural Publishing.
- Selected Articles/Handouts: Provided in class or available on Blackboard

**COURSE DESCRIPTION**

Students will acquire 45 hours of clinical experience in both assessment and intervention in the areas of phonology, language disorders of children, fluency, and autism spectrum disorders. Clinical contact will

include linguistically and culturally diverse populations across the life-span in a variety of settings. For this 1 unit class students are required to attend a minimum of 15 hours of class time (on Campus).

*Attendance is required for each class period.*

**Your *first* site observation is typically during week 6-7 and your *final* site observation is typically during week 13.**

## **COURSE OBJECTIVES**

This course will provide the clinical contact hours required by ASHA for certification of clinical competence. Disorder areas for clients will correspond to the disorder areas addressed in the academic course work for the semester (autism spectrum disorders, child language disorders, fluency, articulation and phonology). **The first 25 hours of CSD 620 (students' first practicum assignment) will be under 100% direct supervision of the clinical supervisor.**

## **LEARNING OBJECTIVES**

The student will:

- Complete weekly therapy lesson plans to be determined by the practicum setting and the clinical supervisor.
- Complete treatment plans and Intake/Final reports in accordance with the practicum setting and clinical supervisor.
- Reflect on observed therapy sessions according to the Four Square exercise (see below).
- Engage in discussion with other students and the instructor during practicum class meetings (also includes: oral presentation and activity presentation).

## **COURSE REQUIREMENTS/METHODS OF EVALUATION**

1. Students will complete all lesson plans, treatment plans, weekly therapy logs, data-collection sheets, Intake Reports, and end-of-semester Final Progress Summary reports as required by their practicum site, clinical supervisor, and Chapman University instructors of record. All clinical hours and plans used for practicum therapy sessions must be signed by a licensed, certified SLP. This constitutes a regular evaluation required of all students. Students will write therapy plans for each student.
2. Students will complete a **Pre-Reflection Anticipation** paper and a **Final Reflection** paper in class.
  - *See below for more detailed information regarding these assignments*

3. **Client Intake Reports** (20 points) and for two (2) selected clients with different goals and/or diagnosis which include the following information:
  - Background information including: initial reason for referral for services and date client began receiving speech/language services.
  - Placement (e.g., SDC, private clinic, general education).
  - Frequency and intensity of all services received (S/L, OT, PT, APE, RSP, etc.) Are speech/language services individual, group and/or classroom based.
  - Present levels of performance in academic areas (if school-based practicum).
  - Speech Language goals and objectives (or benchmarks).
  - Baseline on performance (present levels).
  
4. **Final Progress Summary Reports** (20 points) on the same two children as Intake Report
  - Number of sessions you worked with client during the semester.
  - Background Information/Summary paragraph with an overview of therapy.
  - Three (3) weeks' worth of lesson plans for the two students
    - Provide specific objective(s) for the given sessions (e.g. /k/ in the initial position of single words; /k/ in the final position of words in a carrier phrase); description of activities/material used for therapy; data on objectives; anecdotal notes.
  - Summary paragraph of progress made towards goals and objectives related to your time in therapy with client.
  - Recommendations.
  
5. Students will complete a Four Square Reflection tool (*The Complete Guide to Service Learning* by Cathryn Berger, M.A) to reflect upon the two therapy sessions observed by your University Supervisor. The reflection will contain the following four components as they pertain to the observed sessions: what happened; how do I feel; ideas; and questions. Due dates will correspond with required conferences with your University Supervisor and are due at the time of the conference.
  - *A copy of your current lesson plan to be provided to your University Supervisor at the time of your site observations.*
  
6. **Oral Presentation** (30 points) on one of your clients to describe a brief overview of the disorder, disability, and/or syndrome. Therapy suggestions (i.e. techniques and materials/activity used).
  - *10-minute oral presentation using PowerPoint and references*
  
7. **Activity Presentation** (10 points) – Share with class an activity for therapy; materials used; goals addressed; explain how it was executed and what you might change/adjust next time.
  
8. **Attendance/Participation** at practicum site and at Chapman (for scheduled class meeting times). Exceptions will only be given with prior approval from your Site Supervisor (for practicum therapy sessions) or from your University Supervisor (for class meetings). Clinical clock hours turned in to onsite supervisor weekly via Calipso.

**IMPORTANT!**

Course grade will be based on completion of course requirements and performance reviews conducted periodically throughout the semester. The CSD 620 classwork, assignments, and participation is 25% of your grade. The practicum participation and growth as rated by your on-site supervisor is 75% of your grade.

Grading Scale for Class:

Class is worth a total of 100 points and will be graded according to the CSD 620 rubric.

Successful completion of all components of practicum and grade of “B” or higher on Clinical Performance Grading scale.

<b>Assignments</b>	<b>Points</b>
<b>Pre-Reflection Anticipation</b>  One-page single-spaced paper completed in class sharing what you anticipate your practicum placement(s) to be like. Ideas include: what you think you will learn, what you think paperwork will be like, what assessments you may administer and how that might go, what you think working with groups of students will be like (variety of ages and disabilities, if applicable), what you hope to learn from your field supervisor, etc.	5
<b>Intake Reports/Final Progress Summary Reports</b>  See Above information under “Course Requirements/Methods of Evaluation”	40 (20 each)
<b>Oral Presentation</b>  10-minute oral presentation using PowerPoint and references on one of your clients to describe a brief overview of their disorder, disability, and/or syndrome. Also include therapy suggestions (i.e. techniques and materials/activity used).	30
<b>Activity Presentation</b>  Share with class an activity you have used for therapy. Include: materials used, goals addressed, explain how it was executed, and what you might change/adjust next time.	10
<b>Final Reflection</b>  One-page single-spaced paper completed in class sharing what your practicum placement(s) were really like. Reflecting on your initial “Pre-Reflection” paper, address the anticipation thoughts you shared prior to beginning your practicum placement(s).	5
<b>Participation</b>  Attendance and meaningful participation during group practicum class meetings (i.e. asking and answering questions and being an active member in your practicum group).	10
<b>Total</b>	<b>100</b>

### Class Grading Scale Clinical Performance Grading Scale

Letter Grade	Point Value	Letter Grade	Point Value
A	100-96	A	3.9
A-	90-95	A-	
B+	87-89	B+	3.7-3.89
B	83-86	B	3.4-3.69
B-*	80-82	B-	
C+	77-79	C+*	3.2-3.39
C	73-76	C	2.9-3.19

\*Grades of C+ or lower in your CLINICAL PERFORMANCE will result in a remediation plan

\*Grades of B- or lower in the entire COURSE will result in a remediation plan

Calipso grading is the following for your first practicum:

Score	Interpretation
4	Meets performance expectations
3	Average performance expectations
2	Below average performance- needs improvement
1	Unsatisfactory performance

## CLASS MEETING DATES

Date	Content	Assignment/Activity
1/2/18	No class	No class
1/9/18	<p><b>Meeting with practicum section.</b></p> <p>Purpose of first practicum; Review course outline and course assignments; Site observations and housekeeping tips; Four Square Reflection Tool; Calipso for entering hours.</p>	<p>Overview of course, including all assignments, meeting dates, basis of course grade, review Four Square and Clinical Assessment. Discuss professionalism and HIPAA/FERPA.</p> <p>Students will complete and turn in Contact Information Sheet &amp; Site Therapy Schedule.</p> <p><i>*Assignment: Pre-Reflection Anticipation (one-page single spaced; send electronically before leaving class)</i></p>
1/16/18	<p><b>Meeting with practicum section.</b></p> <p>Discuss how to write measurable lesson plans.</p> <p>Discuss ways of data collection/tracking,</p>	<p>Students will share information about their practicum placement with group.</p> <p>Discuss how to write Intake Reports.</p> <p>Students will learn and practice how to write lesson plans. Students will learn different methods of data tracking and the difference between subjective and objective data.</p>
1/30/18	<p><b>Meeting with practicum section.</b></p> <p>Oral Presentation by instructor.</p>	<p><i>Two (2) Intake Reports due prior to class sent to instructor.</i></p> <p>Students will participate in discussion learning about techniques, activities, and ideas for conducting therapy.</p>
02/06/18	<p><b>Meeting with practicum section.</b></p> <p>Oral Presentations</p>	<p><i>10-minute oral presentation on a disorder or therapy technique using PowerPoint and references.</i></p>
02/13/18	<p><b>Meeting with practicum section.</b></p> <p>Oral Presentations</p>	<p><i>10-minute oral presentation on a disorder or therapy technique using PowerPoint and references.</i></p>
2/26/18-3/02/18	<p><b>No class meeting as a group 2/27/18.</b></p>	<p><b>Mid Semester supervision at practicum sites.</b></p> <p><b>*Remember to bring Four Square.</b></p> <p><b>*Remember to have lesson plans for University Supervisor to follow along during observations.</b></p>
03/06/18	<p><b>Individual meetings on campus</b></p>	<p>Students will individually meet with instructor for 10 minutes to review Four Square and Midterm evaluation.</p>

03/13/18	<b>Meeting with practicum section.</b>  The good, the bad, and the ugly of the IEP Process.	Overview and discussion of IEP paperwork and meeting process.
03/20/18	<b>Meeting with practicum section.</b>  Open discussion	<b>Two (2) Final Progress Reports due prior to class sent to instructor.</b>  Students will share information on how therapy is going at their practicum site. Any questions or problems will be discussed/solved as a group.  <b>*Bring an activity to share with class.</b>
03/26/18-03/31/18	<b>No class meeting as a group 3/27/18.</b>	<b>Final Semester supervision at practicum sites.</b>  <b>*Remember to bring Four Square.</b>  <b>*Remember to have lesson plans for University Supervisor to follow along during observations.</b>
04/03/18	<b>Meet with your practicum section.</b>  Individual meetings on campus to review Final Evaluations.  End-of-semester housekeeping paperwork.	<b>*Remember to bring FourSquare</b>  *Complete on-site supervisor evaluation on Calipso during class.  *Complete facility evaluation survey on Calipso.  <i>*Assignment: "Reflection" of what your practicum(s) were like (single spaced, one page; send electronically before leaving class).</i>

## University Policies

### ***Students with Disabilities Policy:***

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Resources on campus include the Tutoring, Learning, and Testing Center, DeMille Hall 130, (714) 997-6828 and the Student Psychological Counseling Services, 410 N. Glassell, Center for Academic Success (714) 997-6778.

### ***The Use of Computers:***

Students need to have a Chapman e-mail account. Announcements and messages from us to the class may come by e-mail. If you do not check your Chapman account regularly, but use another account instead, please set your Chapman account so that it will forward messages to your other account. Please email instructors only from your Chapman account as per FERPA guidelines. **Computer Help:** The Help Desk is available for students. The phone number is (714) 997-6600. If you have trouble accessing features of Blackboard, please contact the Help Desk first and your professor second. **PLEASE NOTE:** If you choose to use your laptop in class, it is expected that you will use it for class purposes only. This means you may not visit social media sites during class (such as Facebook or MySpace), send e-mail messages, or otherwise use your laptop for social reasons. We understand that many of you like to take notes on your laptop but please be aware that the sound generated from constant typing may be distracting to your classmates; please be professional and courteous and use your best judgment at all times. The use of cell phones is not permitted during class. This includes sending and receiving text messages.

### ***Grades:***

For graduate work at Chapman University, the grade of “A” is awarded only in the cases of clearly exceptional performance. Students working towards a masters or educational specialist degree are expected to maintain a 3.0 (“B”) average. More than one absence may result in a lowered grade.

### **Chapman University’s Academic Integrity Policy:**

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university. At their discretion the faculty may submit student work to plagiarism detection software, such as TurnItIn for review.

### **Chapman University’s Students with Disabilities Policy**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the [Office of Disability Services](#). If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

### **Equity and Diversity Statement**

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in [Chapman’s Harassment and Discrimination Policy](#).



Any violations of this policy should be discussed with the professor, the [Dean of Students](#) and/or otherwise reported in accordance with this policy.

### **Student Support at Chapman University**

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University's Student Psychological Counseling Services here: <https://www.chapman.edu/students/health-and-safety/psychological-counseling/>.

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student's well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: <https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx>. While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.