

Communication Sciences and Disorders
CSD 640: Clinical Practicum: Sections 01, 02, 03, 04
(3 units) - Fall 2018

The information below is at the discretion of the individual course instructor and may be changed at any time with prior written notice to students in the course.

Course Day, Time, and Location:

	Section 1	Section 2	Section 3	Section 4
Course Day & Time	Thursday 6-9 p.m.	Thursday 6-9 p.m.	Thursday 6-9 p.m.	Thursday 6-9 p.m.
Classroom	Rinker 9501 #106	Rinker 9501 #103	Rinker 9501 #122	Rinker 9501 #203
Instructor	Leora Shaffer, M.A., CCC-SLP	Lynn Gallandt, M.S., CCC-SLP	Jessica Olsen, M.S., CCC-SLP	Kimberly Tan, M.A., CCC-SLP
Office Hours	Th 4:30 - 6:00 p.m. and 9:00 -9:30 p.m. and by appointment	Th 4:30 -6:00 p.m. and 9:00 -9:30 p.m. and by appointment	Th 4:30 -6:00 p.m. and 9:00 -9:30 p.m. and by appointment	Th 4:30 -6:00 p.m. and 9:00 -9:30 p.m. and by appointment
Office Location	TBD	TBD	TBD	TBD
Contact Information	lshaffer@chapman.edu	gallandt@chapman.edu	jessilva@chapman.edu	kitan@chapman.edu

Required Text & Materials

Roth, F.P. & Worthington, C.K. (2007). *Treatment Resource Manual, 3rd Ed.* Del Mar CENGAGE Learning: Plural Publishing.

PROGRAM LEARNING OUTCOMES:

1. Student exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration; demonstrates knowledge of

intervention strategies for a variety of speech, language, hearing, and swallowing disorders; uses a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching; uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition; uses effective behavioral intervention strategies and effectively monitor the progress of students; demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems; exhibits knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

COURSE LEARNING OUTCOMES:

In a school, private practice, clinic or the CU Adult Learning Lab setting the student will:

- Complete weekly therapy lesson plans to be determined by the practicum setting.
- Complete treatment plans, progress reports, and end of semester summaries in accordance with the practicum setting.
- Reflect on therapy sessions according to the 4-Square exercise.
- Engage in discussion with other students and the instructor.
- Be able to summarize, describe and discuss history and status of clients

ASHA 2014 STANDARDS FOR THE CERTIFICATE OF CLINICAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY

This course meets the following ASHA standards:

IV-C-Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across all listed areas

IV-D-For areas specified in IV-C, students must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates

IV-E-Demonstrate knowledge of standards of ethical conduct

V-G-Demonstrate knowledge of contemporary professional issues

V-A-Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice

V-B-Gain experiences in evaluation, intervention, and interaction and personal qualities relevant to AAC/AT coursework

COURSE REQUIREMENTS/METHODS OF EVALUATION:

1. Students will complete all lesson plans, treatment plans, weekly therapy logs, data-collection sheets as required by their practicum site, clinical instructor, and Chapman University instructors of record. All clinical hours and plans used for practicum therapy sessions must be approved by a licensed, certified SLP. This constitutes a regular evaluation required of all students by the onsite speech-language pathologist and the university practicum instructor on Calipso.
2. Create a therapy activity notebook that contains sample goals and therapy techniques for use in intervention for your practicum clients from early intervention through adulthood. In groups, students will create a list of 10 goals and 10 therapy techniques for a minimum of 5 different goal areas that apply to the assigned age group (early intervention/preschool, elementary school, middle/high school, adult). This notebook is not required to be a physical binder as it is a choice to have an electronic binder or physical binder. Sheet protectors are not a requirement.
3. Complete in-class assignments based on group lectures and activities.
4. Complete an in-class evaluation on lesson planning and goal writing. Students will be presented with three case histories. They will choose one, and write a lesson plan and goals appropriate for the chosen client.
5. Turn in signed orientation checklist and copy of certificate of supervision training at the **start of practicum**, and rating of clinical instructor for your site at the **end of practicum experience**. Enter your clinical hours weekly on CALIPSO. Make sure that monthly hours are entered by the end of the month for September, October, November, and December. **Late clinical hours will result in a deduction of 1 point per day, beginning the first of the new month.**

Learning Activities

- Clinical Staffing incorporating discussion and/or Quick Writes: Write down specific question or issue going on with client in practicum; Submit to instructor for general discussion with instructors/peers at start of each class.
- Discussion of cases, therapy planning and assessment; including legal guidelines for billing/reimbursement and IEP/Assessment.
- Discussion topics relating to school-related tasks and interactions; including safe educational environments and transdisciplinary teams.
- Student-led discussions regarding clients, therapy strategies, and other school-related interests
- Presentation of therapy techniques and goals

Methods of Evaluation:

Grade will be based on:

- Overall clinical ratings by site and university supervisors (worth 80% of the grade). Ratings from site supervisors will constitute 75% of the clinical ratings grade and 25% will come from the university supervisor's rating. If you have more than one site or supervisor, the grade will be averaged.
- Performance on the following brief assignments, which are worth 100 points for 20% of the grade. *Please see attendance policy below as well so you are aware how attendance affects your grade.*

Grading Scale:

Letter Grade	Point Value
A	100-95
A-	90-94
B+	85-89
B	82-84
B-	80-81
C+	75-79
C	72-74

Assignment	Description	Points	Due Date
Instructor Presentations - Each of the four instructors will present on a topic related to intervention	The student will complete notes and discussion question pages for each presentation on templates provided by instructors. Minimum of 1page per presentation.	20 points	September 13 (individual in-class assignment)
Meeting Night - Observe and participate in mock IEP and parent/caregiver meetings.	The student will demonstrate knowledge of and effective communication with parents/caregivers by answering instructor-provided questions relating to personal clinical experience combined with learned material from class presentations.	10 points	September 29 (individual in-class assignment)
Lesson Plan/Goal Writing Evaluation	The student will complete an in-class evaluation to demonstrate knowledge of lesson planning and goal writing from simulated case history information.	25 points	November 1 (individual in-class assignment)

Therapy Activity Notebook	Students will individually contribute 3 activities/ techniques for their assigned age group. Groups will then complete a goal bank and list of activities which will be compiled to create a notebook addressing clients from early intervention through adulthood.	35 points	November 1 (individual portion) November 29 (group assignment)
Reflection paper	Reflect on what you have learned in your clinical practicum and give examples of your growth comparing CSD 620 to CSD 640	10 points	November 29

Course Schedule

University supervisor dates of on-site observations will occur close to the following timeline. These dates are guidelines and subject to change by individual instructors due to individual student schedules and site closures. Each student will be provided the specific date and time of the observation in order to prepare.

Mid-Term Observations: Weeks 6-7: October 1-12

Final Observations: Weeks 12 and 14: November 12-30 (Thanksgiving Recess Week 13: Nov 19-23)

Class Meeting Dates	Assignments and activities
August 30 Meet in Room 122 (all sections)	<ul style="list-style-type: none"> -Overview of practicum course and requirements -Succeeding in the practicum environment/safe educational environment -Ethical conduct as a professional -Review Calipso evaluation expectations -Clinical hours on Calipso -Review rubrics -Practicum Pre-Test (not graded) -Sign up for therapy groups -Break-out session for the 4 class sections

<p>September 6 Meet individually in each section</p>	<p>Service delivery models; transdisciplinary teams Lesson Plans/Data collection</p>
<p>September 13 Meet in Room 122 for presentations (all sections)</p>	<p>AAC, Autism, SDC Classroom – Tan Early intervention – Shaffer Behavior Management, Motivation/Engagement -Gallandt Mixed groups, upper elementary -Olsen Instructor Presentation In-Class Assignment Due Orientation forms due Practicum Info Sheet(s) due</p>
<p>September 20 Meet individually in each section</p>	<p>-Check on IEP/assessment/ practicum experience -Deciding individual vs. groups, frequency, and duration -Goal writing -Baselines -Progress</p>
<p>September 27 Meet in Room 122</p>	<p>Meeting night -Communication with parents and spouses Meeting Night In-Class Assignment due</p>
<p>October 4</p>	<p>-Confidentiality of clients -Communication with supervisors (expectations) -Coping strategies for interns -Collaborating with teachers and support staff -Extending skills in classroom and home</p>
<p>October 18</p>	<p>GUEST SPEAKERS: MAKING COLLABORATION SUCCESSFUL; ONE FAMILY'S JOURNEY. (No electronic devices in view)</p>
<p>November 1</p>	<p>-Lesson plan/goal writing in-class evaluation Individual therapy activity assignments due -Therapy activity notebook group meetings</p>
<p>November 8 Advanced Applied Audiology</p>	<p>Required to attend Audiology Class -No CSD 640</p>

November 29	Therapy activity notebook due Billing/Reimbursement; IEP timelines & assessment Reflection paper due (complete in class)
December 6	Discussion of student progress Conclusions regarding semester Rating of clinical instructors/supervisors during class.

Make up Exams/Work: All work must be turned in at the scheduled times per the course outline except at the discretion of the instructor.

Incompletes:

The grade of Incomplete may be assigned by an instructor if a student, through circumstances beyond his or her control, has not completed a small portion of a course by the conclusion of the term. The student must request in writing the grade of incomplete and must propose a date acceptable to the faculty member by which the missing work will be completed. A grade of Incomplete may not be assigned in order to give a student a chance to do more work to improve a grade. A grade of Incomplete may also be assigned by an instructor if academic integrity is in question at the time grades are due and the instructor requires more time to resolve the issue. For further information please see <http://www.chapman.edu/catalog/oc/current/content/1474.htm>

Attendance/Absences: Mandatory attendance at practicum site and at Chapman (for scheduled class meeting times). Exceptions will only be given with prior approval from site supervisor and your instructor. A student is responsible for all materials covered for every missed class. *MISSED CLASSES: In the event that a student is unable to attend class and the absence falls under the conditions for an excused absence the student may “make-up” the class by finding a current article that is related to the topic of discussion for the missed class. The student will summarize the article and discuss how it is related to the topic of discussion (no less than two pages double spaced, 12 pt. font). Summaries are due the next class following the missed class. An unexcused absence or failure to submit an article summary will result in a deduction from the student’s grade in this class. Students will only have an opportunity to “make-up” one class. Make-ups are due the following class. There will be no reminders!

University Policies

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 or (www.chapman.edu/students/student-health-services/disability-services) 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:

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:

<http://tinyurl.com/CUHarassment-Discrimination>

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

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.