

ANDREWS UNIVERSITY  
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

**COURSE:** SPPA 608 PRACTICUM III: IN SPEECH PATHOLOGY- On Site  
Early Intervention Emphasis  
Summer 2018 3 credits  
Crayon Box Learning Center (July 9-20, 2018 9am-11:30am)  
Home Visits of Early On families (July 2-6, 2018 9:00am-12:00pm)

**SUPERVISOR:** Sue Mondak, M.A., CCC-SLP  
Email: [suzannem@andrews.edu](mailto:suzannem@andrews.edu)  
Cell: 269-235-1991

**COURSE DESCRIPTION:** Supervised practice in clinical management of children with communication disorders, including implementation of therapy programs. Students work in groups and possible on a one-to-one basis with a client, planning and implementing therapy programs. Paperwork related to treatment of clients is utilized.

**PREREQUISITES:** SPPA 521, 522, SPPA 234 Introduction to Speech-Language Pathology and Audiology, 425 Clinical Principles and Practice and a content course in the area of practicum, as well as 25 hours of observation in speech-language pathology and audiology and permission of the instructor.

**COURSE OBJECTIVES:** There are many course objectives for the practicum student. Specific objectives will vary according to individual strengths and weaknesses of the student and his/her previous practicum experience. Official outcomes follow:

1. Plan and perform a treatment plan for Early On eligible clients, in their homes, with communication delays while under the direction of a certified speech-language pathologist.
  2. Plan and put into practice an evidence-based language enrichment treatment program for children ages 1 to 3 years of age at the Crayon Box Learning Center on the campus of Andrews University while under the direction of a certified speech-language pathologist.
- Make pertinent observations of client progress and needs, and respond appropriately to them.
  - Deal consistently and appropriately with off-task behaviors of clients.
  - Use effective verbal and nonverbal remediation procedures.
  - Recognize and reinforce target behaviors.
  - Collect data accurately.
  - Be well prepared for each session.
  - Complete well written SOAP notes following each session and turn them in promptly.
  - Maintain client confidentiality.
  - Utilize available resources, including your supervisor, as needed.
  - Attend all scheduled therapy/diagnostic appointments and practicum meetings on time.
  - Behave in a professional manner.

The ultimate objectives of this course is for the student to plan and implement an effective therapy and language enrichment programs for clients, demonstrate professional writing skills, and conduct him or herself in a professional manner.

**COURSE OUTCOME:** In preparation for confident clinical practice as a certified Speech-Language Pathologist; Practicum III students will demonstrate an ability to plan therapy sessions, assess progress and plan future therapy sessions.

**CREDIT HOURS:** The 3 hours of credit awarded for completion of this class will be earned in this course by planning for and engaging in treatment and language enrichment sessions, with data collection and write up documentation relative to each session.

**COURSE REQUIREMENTS:**

1. Review Early Intervention information packet; becoming familiar with evidence based practices, therapy strategies, goals, and parent resources.
2. Therapy plans for each day during the home visit week is due the day prior to the sessions occurring. These plans must be printed and given directly to your supervisor. Station activities and goals will be required for the language enrichment at the Crayon Box Learning Center.
3. SOAP notes for the home visit individual therapy sessions are due by the end of the session. The notes should contain the following: (see p. 156-159 in Meyer's "Survival Guide")

|             |  |
|-------------|--|
| Subjective: | Client's affective state, etc.   |
| Objective:  | Data collected, include homework data if applicable.   |
| Analysis:   | Your assessment of the client's performance during the session. This analysis should logically lead to the next session's plans/goals. |
| Plan:       | Plan of action for the next session, changes you think necessary, other follow-up, etc.  |
4. All documentation is to be filed in a designated client file drawer to be announced. Be sure to keep all information entirely confidential, and NEVER leave a client's file or your record keeping folder laying around where other people could look at it. You must never discuss your client with your friends or family.
5. Practicum is a direct professional experience. You must attend regular therapy sessions with clients. There is virtually no excuse for tardiness or absence for your assigned therapy session unless you have a doctor's note. If ill, the student clinician must contact the department or my cell phone (269-235-1991) by 8:00 am. Student clinicians must be present at the practicum site 40 minutes before the therapy appointment. It is important that you have time to prepare your materials for the session and ask any last minute questions of your supervisor if necessary. **Failure to attend all scheduled therapy/diagnostic appointments and clinical meetings, with the exception of a medical excuse, may result in a failing grade.**
6. Professional dress and conduct with clients and their significant others, other clinicians and staff is required at all time. Therapy shirts and name tags will be required for each session. Student clinicians are now representatives of a chosen profession, as well as of Andrews University and the clinical site hosting practicum.
7. Therapy and diagnostic materials belonging to the department or clinic must be returned in good condition to the area that they were obtained. Items must be returned immediately following therapy session. They must be signed in / out with the SPLAD administrative assistant or your instructor. Please do not write in the therapy work books, rather ask your **instructor or SPLAD assistants** to make copies for you as needed.
8. It is the student clinician's responsibility to keep an accurate record of clinical therapy hours and enter them daily. The documentation will be entered online into a record management system called CALIPSO. The record keeping is not the primary responsibility of the professor.
9. **CONFIDENTIALITY:** Utmost confidentiality is to be maintained at all times per HIPPA regulations. Clients are legally entitled to privacy. All student clinicians must be careful to not leave written materials pertaining to clients in areas where they may be viewed by unauthorized individuals.

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and alternative communication modalities

**Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

**Standard V-B:** The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
  - a. Conduct screening and prevention procedures (including prevention activities).
  - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
  - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
  - d. Adapt evaluation procedures to meet client/patient needs.
  - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  - f. Complete administrative and reporting functions necessary to support evaluation.
  - g. Refer clients/patients for appropriate services.
2. Intervention
  - a. 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.
  - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
  - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
    - d. Measure and evaluate clients'/patients' performance and progress.
  - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
  - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
  - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
  - b. Collaborate with other professionals in case management.
  - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

**Standard V-C:** The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

**Standard IV-D:** For each of the areas specified in Standard VI-C, the applicant must have demonstrated 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.

This course will partially meet the above standard, which will be completed fully by the time the student finishes their masters in Speech-Language Pathology.

| <b>ASHA Standard</b> | <b>Outcome</b>   | <b>Implementation</b>  | <b>Evaluation Criteria</b> |
|----------------------|--|--|----------------------------|
| IV-B                 | The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. | Evaluation<br>Reports<br>Treatment plans<br>SOAP notes<br>Direct therapy | 80% accuracy               |
| IV-C                 | The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates  | Evaluation<br>Reports<br>Treatment plans<br>SOAP notes<br>Direct therapy | 80% accuracy               |
| IV-D                 | For each of the areas specified in Standard VI-C, the applicant must have demonstrated 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.                    | Evaluation<br>Reports<br>Treatment plans<br>SOAP notes<br>Direct therapy | 80% accuracy               |
| V-A                  | Write complete, appropriate therapy plans for every session,<br>Complete well written SOAP notes following each session  | Evaluation<br>Reports<br>Treatment plans<br>SOAP notes                   | 80% accuracy               |
| IV-F                 | Student must utilized evidence based therapy techniques and assessment procedures  | Evaluation<br>Treatment plan<br>Direct therapy                           | 80%                        |
| IV-E                 | Student will demonstrate an understanding of and apply appropriate ethical conduct in all therapy experiences.   | Direct patient therapy   | 80% accuracy               |

|     |  |   |              |
|-----|--|---|--------------|
| V-B | Conduct assessment of clients with various disorders, plan and implement a treatment program for clients with various disorders, Make pertinent observations of client progress and needs, and respond appropriately to them, Write complete, appropriate therapy plans for every session, Deal consistently and appropriately with off-task behaviors of clients, Use effective verbal and nonverbal antecedent events, Recognize and reinforce target behaviors, Collect data accurately, Complete well written SOAP notes following each session, Maintain client confidentiality, Utilize available resources, Attend all scheduled therapy/diagnostic appointments and practicum meetings on time, Behave in a professional manner. | Evaluation<br>Reports Treatment plans<br>SOAP notes | 80% accuracy |
|-----|--|---|--------------|

### GRADING SUMMARY:

You will be rated according to attendance and participation at group/individual meetings and therapy sessions, neat and thorough completion of written work, timeliness, professionalism and skill growth during the semester. Refer to the following list of competencies:

- Make pertinent observations of client progress and needs, and respond appropriately to them.
- Write complete, appropriate therapy plans for every session and turn them in on time.
- Deal consistently and appropriately with off-task behaviors of clients.
- Use effective verbal and nonverbal antecedent events.
- Recognize and reinforce target behaviors.
- Collect data accurately.
- Be well prepared for each session.
- Complete well written SOAP notes following each session and turn them in promptly.
- Use Standard American English.
- Maintain client confidentiality.
- Utilize available resources, including your supervisor, as needed.
- Attend all scheduled therapy/diagnostic appointments and practicum meetings on time.
- Professionalism.

Grades are computed by obtaining a percentage score from the CALIPSO mid-term and final.

|    |        |
|----|--------|
| A  | 94-100 |
| A- | 90-93  |
| B+ | 87-89  |
| B  | 83-86  |
| B- | 80-82  |
| F  | 0-79   |

## COURSE POLICIES:

**Late work:** Assignments and projects will not be accepted unless prearranged with clinical supervisor. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins. Late work, if accepted, will be discounted 25% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

**Academic dishonesty:** Andrews University, as a Seventh-day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to): Falsifying official documents; Plagiarizing, which includes copying others' published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another's work as one's own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

**American Disabilities Act:** If you qualify for accommodations under this act, please see me or contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible for referral and assistance in arranging such accommodations.

**Cell Phones:** All cell phones are to be turned **off** during therapy sessions. Ringing or vibrating phones are a distraction to the clients and will disrupt the flow of therapy. Picture taking during therapy is not allowed.

**Recording devices:** are allowed only if pre-approved by clinical supervisor. If approved, under no circumstances are recordings- visual or verbal- to be posted on a public website.

**Eating during practicum:** Please do not bring food or beverages to the therapy session.

Presentation is important. Your attention to detail, demeanor, timeliness, and attire factor into how you are perceived as a professional.

Active participation during therapy is mandatory. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

- You will be responsible for reading any articles or text prior to therapy session.
- It may also be necessary for student clinicians to read noted articles and receive additional support if speech and language disorder is in area for which academic instruction has not yet been received. See student handbook for details.
- You will be expected to attend all sessions and meetings and to participate fully in discussions and activities.

**Emergency Protocol:** Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.