



Offsite Clinic Director

## BULLETIN COURSE DESCRIPTION

Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, and cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and /or healthcare environment.

Lara Scheidler-Smith

# SPPA 683

## Practicum III: Offsite

Summer 2019

# Andrews University

Summer Semester 2019

## SPPA 683 Practicum III: Offsite

### Course Description

Supervised practicum experience in evaluation and treatment of individuals in the public schools exhibiting speech, cognitive, swallowing, hearing and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.

### Course Credit

4.0

### Location

Arranged from 5/6/19 to 7/26/19 during the hours that the onsite supervisor works at schools and/ or healthcare settings throughout the United States.

### Schedule

Full-time (35-40 hours), 12 week, all day internship, from 5/6/19 to 7/26/19. Students will be required to keep the same schedule as their onsite supervisor/ Clinical Instructor (CI) between these dates.

### Instructor

Lara Scheidler-Smith, MA, CCC-SLP

Offsite Clinic Director- Department of Speech-Language Pathology and Audiology at Andrews University

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### Course Objectives

The ultimate objectives for this course are for the student to:

1. Implement and apply theoretical knowledge to practice through critical thinking, while articulating significant challenges involved in the field of speech language pathology.
2. Analyze and integrate clinical knowledge and skills in a variety of settings through direct intervention, written communication, and collaboration with professionals, clients, and families.
3. Distinguish appropriate ethical perspectives and practices as outlined by the American Speech Language Hearing Association.
4. Demonstrate professionalism through taking personal responsibility for performance, using effective self-assessment and reflection; as well as demonstrating acceptance and application of constructive criticism.

<b>ASHA Standard</b>	<b>Outcome</b>	<b>Implementation</b>	<b>Course Objective #</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 Reports Treatment plans SOAP notes Direct therapy	#1, 2
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: <ol style="list-style-type: none"> <li>1. Articulation</li> <li>2. Fluency</li> <li>3. Voice and resonance</li> <li>4. Receptive and expressive language (phonology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading and writing</li> <li>5. Hearing, including the impact on speech and language</li> <li>6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)</li> <li>7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</li> <li>8. Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</li> <li>9. Augmentative and alternative communication modalities</li> </ol>	Evaluation Reports Treatment plans SOAP notes Direct therapy	#1, 2
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 Reports Treatment plans SOAP notes Direct therapy	#1, 2
V-A	Write complete, appropriate therapy plans for every session, Complete well written SOAP notes following each session. The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.	Evaluation Reports Treatment plans SOAP notes	#1, 2, 3, 4
IV-F	Student must utilize evidence based therapy techniques and assessment procedures	Evaluation Treatment plan Direct therapy	#1, 2, 3

IV-E	Student will demonstrate an understanding of and apply appropriate ethical conduct in all therapy experiences.	Direct patient therapy	#1, 2, 3
V-B	<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Evaluation <ol style="list-style-type: none"> <li>a. Conduct screening and prevention procedures (including prevention activities).</li> <li>b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.</li> <li>c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.</li> <li>d. Adapt evaluation procedures to meet client/patient needs.</li> <li>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.</li> <li>f. Complete administrative and reporting functions necessary to support evaluation.</li> <li>g. Refer clients/patients for appropriate services.</li> </ol> </li> <li>2. Intervention <ol style="list-style-type: none"> <li>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.</li> <li>b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> <li>d. Measure and evaluate clients'/patients' performance and progress.</li> <li>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>f. Complete administrative and reporting functions necessary to support intervention.</li> <li>g. Identify and refer clients/patients for services as appropriate.</li> </ol> </li> </ol>	Evaluation Reports Treatment plans SOAP notes	#1, 2, 3, 4

	<p>3. Interaction and Personal Qualities</p> <p>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</p> <p>b. Collaborate with other professionals in case management.</p> <p>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</p> <p>d. Adhere to the ASHA Code of Ethics and behave professionally.</p>		
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.	Evaluation Direct therapy Collaboration/consultation with client and family	# 3, 4

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

**The Mission of the Department of Speech-language Pathology and Audiology is to cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.**

**Our MS Program Learning Objectives are:**

- Students will critically apply the theoretical framework within the field of practice
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and interprofessional practice.

### Credit Hours

The 4 hours of credit awarded for completion of this course will be earned through full-time clinical engagement during the 12 week internship experience at placed site. This is a full-time experience where attendance at placed site is expected 35-40 hours weekly.

### Course Requirements

1. \* Attend all scheduled dates of service for your internship according to the site's schedule, not Andrews University's schedule.
  - \* From 5/6/19 to 7/26/19, attendance will be expected for a full day of service according to when the Supervising Speech-Language Pathologist typically works at that site and what the schedule is for the healthcare/ school site during that time.
  - \* If there is an important reason that a deviation from the appointed schedule is necessary, it is essential that the Supervising SLP and Andrews Offsite Clinic Director BOTH be contacted via previously sent google form for Requested Time Off from Internship Form. This form must be sent at least a week in ADVANCE of proposed schedule change. A decision regarding this proposed schedule change will be returned to you within 48 hours.

- \* If permission is not obtained for a schedule change in advance, your grade for this course may be lowered by a letter grade or this course may be failed, depending on individual circumstances. For example: If you need time to travel back to Andrews University on the 29<sup>th</sup> of July in order to attend graduation events over the weekend of July 30<sup>th</sup>-31<sup>st</sup> be sure to gain approval from both your Supervisory SLP and your Offsite Clinic Director at Andrews University. Otherwise it will be expected that you attend every day of your internship that your supervisor attends.
2. \* Missing a day of your internship, unless you have an emergency, a doctor's note or an approved schedule change is unacceptable. If you are ill or have an emergency, call my cell phone (407-879-1543) as early as possible-I will pick up even very early in the morning.  
  
\* Have a contact plan with your Supervising Speech-Language Pathologist at your site as well, so that you are able to let them know about any emergency or illness. Failure to attend all internship days, may result in a lowered or failing grade-decisions will be made given individual circumstances.
  3. It is important that you have time to prepare your materials for the day and ask any last minute questions of your supervisor if necessary, so be sure to ask your supervising speech-language pathologist what time you will need to arrive in order to have time to plan and ask questions.
  4. Depending on when your clients were last evaluated, you may be completing an evaluation of your client, including a hearing screening or in-depth examination of voice, fluency, articulation, and language, as applicable. The diagnostic report, including background information, the results of the evaluation, and recommendations for the client, will be due in the way and when your particular site expects it to be done. Please refer to your supervisor for instructions and examples of report completion.
  3. Turn in therapy notes (SOAP notes) and take data for your therapy sessions in whatever manner your supervisory speech-language pathologist indicates is required for your site.
  4. Professional dress and professional conduct with your clients, their significant others, other clinicians and staff members is required. You are now a representative of your chosen profession, as well as of Andrews University and the clinical site who is hosting you. It is your responsibility to ascertain what the dress code is for your site. It is required by ASHA that you have a student clinician name badge on each and every day of your internship.
  5. Documentation of clock hours for evaluation and therapy via google spreadsheet each day at your internship is recommended. Share this copied google spreadsheet of your activity with your Supervisory SLP so that it can be compared with what you have reported in CALIPSO. Ask how your CI may want you to write short notes in CALIPSO (in the note box at the bottom of the page) so that they will be able to understand the rationale for your clock hour submissions. Input the lump sum amounts weekly for each of the "big nine" therapy or evaluation areas from this spreadsheet into CALIPSO.
  6. CONFIDENTIALITY: Utmost confidentiality is to be maintained at all times. Clients are legally entitled to privacy, and you are to respect that. Be careful with all written materials pertaining to your clients, and do not discuss clinic matters with others, except clinical personnel. Recall the HIPPA training that you have received.

### **Course Topics—Student will independently review as needed-outside of internships**

- Review of ASHA Code of Ethics
- Professional behavior
- Clinical Guidelines/Overview of Clinical Handbook and Student Expectations
- Skilled Observations

- Review of available testing and treatment resources in appointed clinic/school
- Professional Issues related to screening, comprehensive testing, treatment planning
- Goal Setting
- Review of normal biological, social, emotional, speech and language development scales to determine abnormal characteristics with voice, language, articulation and fluency
- Psychogenic disorders
- Universal Precautions
- Evaluating and treating the autism spectrum disorders
- Writing the SOAP note
- Clinical Supervisor will individualize further readings for specific clients
- Review of test administration, scoring, and interpreting results.
- Review information on reinforcement schedules
- Selection of age appropriate tests
- Use screening information in the selection of further testing
- Discussion of beneficial therapist-parent conferences to review test results
- Taking the general case history information and knowing when to get further details

## Attendance Policy

Students are expected to adhere to the healthcare or school site's schedule and/or that of the clinical supervisor(s). Holidays, vacations, and days off may be different than that of Andrews University. Therefore, the student is expected to follow those of the facility to which they are assigned.

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Practicum is a direct professional experience. Students who miss practicum without a valid excuse risk failing the practicum course or at the least receiving a lowered grade. Practicum sessions are excused for documented illnesses only.

## Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or [disabilities@andrews.edu](mailto:disabilities@andrews.edu).

## Professionalism

- Cell phones should be turned off before entering the therapy room.
- Picture-taking during therapy is not allowed.
- Recording devices are allowed only if pre-approved by supervisor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Late documentation is unacceptable unless prearranged with supervisor.
- 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.

Academic Dishonesty Policy: Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student’s record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an “XF” grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student’s permanent record and can only be removed under certain circumstances (see the University Bulletin).”

### Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Supervising Speech-Language Pathologists will provide guidance and direction to students at their sites 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.

### Assessment/ Course Completion

The assessment of the myriad of details of therapeutic service will be encompassed by the CALIPSO midterm and final evaluation rubrics. By May 13th, Andrews University’s Clinical Director will call each site via phone at least once to assure that all questions are answered and that the student has a strong start. In addition, Andrews University’s Clinical Director, or a designated representative, will personally visit each site or have a phone conference with the onsite supervisor prior to the 14<sup>th</sup> of June, 2019 in order to review CALIPSO due dates, to observe, answer questions and discuss how the internship has been. By the last day of this internship the completion of the final CALIPSO evaluation will be due and all of the clock hours will need to be approved for course to be completed and a grade submitted.

**\*\*Students will be expected to take the initiative to remind their supervisors of due dates for Calipso evaluations and a delayed report may affect the student’s professionalism marks in Calipso. Also, the supervisor evaluation and student evaluation of off campus placement will need to be completed in Calipso by each student by 7/26/19 for course to be completed and grade submitted.**

**\*\*\*Professional Behaviors will be scored as Met/Not Met – As stated in CALIPSO “If any item below is scored as "not met" may result in a remediation plan and/or a reduction in letter grade”**

The points credited for each evaluation and the due dates for each are as follows:

1. Calipso Evaluation midterm (due by 6/14/19 at 5pm)= 100 points (see rubric on CALIPSO)
2. Calipso Evaluation final (due by 7/26/19 at 5 pm)= 200 points (see rubric on CALIPSO)

The above points will be totaled and converted into a percentage. Andrews University’s Clinic Director will be responsible for delivering the final grade for this course, in coordination with reported performance from the Supervising SLP.

### Grading Scale

A	94-100%	A-	90-93%	B+	87-89%	B	83-86%	B-	80-82%
F	below 80%								





# Department of Speech-Language Pathology & Audiology

Andrews University

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## INSTRUCTOR PROFILE

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**Lara Scheidler-Smith MA, CCC-SLP Offsite Clinic Director**

## Education

BS Speech-Language Pathology Eastern Michigan University 1990

MA Speech-Language Pathology Eastern Michigan University 1992

## Biography

Lara Scheidler-Smith is the Offsite Clinic Director and Assistant Professor of Speech-Language Pathology and Audiology at Andrews University. She has performed in this role for nearly five years.

The previous 8 years, prior to working at Andrews, Lara worked in the public schools in North Carolina and more recently Florida. She has also worked with the Navajo at La Vida Missions, along with her family, for 3 years. Previous to those adventures she engaged in early intervention, home health, private practice and hospital work as a Speech-Language Pathologist.

Lara was born in Denver, CO. She is married to Quinton Smith and together they have three children: Alexander, Isaac and Rose.

