

COURSE: **SPPA 471 PRACTICUM IN SPEECH PATHOLOGY**
Spring 2009 2 credits
Time to be determined

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COURSE DESCRIPTION: Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. Students work in a one-on-one basis with a client, planning and implementing therapy programs. (AU 2008-2009 Bulletin, p. 204)

PREREQUISITES: SPPA 234, 425 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. The ultimate objectives of this course are for the student to plan and implement an effective therapy program for a client, demonstrate professional writing skills, and conduct him or herself in a professional manner.

COURSE REQUIREMENTS:

1. Attend all general practicum meetings and individual conferences as scheduled to discuss written reports, therapy activities, topics of interest, and to make presentations. These presentations will be about your client, your client's disorder, therapy methods you are or would be using, and your client's progress.
2. Depending on when you client was 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. If you do an evaluation, a diagnostic report, including background information, the results of the evaluation, and recommendations for the client, will be due.
3. A treatment plan for the entire semester including long and short term goals, is due following your first session with your client
4. A lesson plan for each therapy session including short term goals, antecedent events, contingent events, materials needed, and data collection method is due the hour before each therapy session.
5. Turn in therapy notes (SOAP notes) from your therapy session immediately following your session. These are to be neatly written in ink, or typed. After they are read and signed, they will be returned to you, for you to place in your record keeping folder. 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 sessions goals.
 - Plan: Plan of action for the next session, changes you think necessary, other follow-up, etc.
6. Semester plans and weekly therapy notes are to be placed in your record keeping folder as soon as they are returned to you. Keep lesson plans and other information with you. 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.

7. Attend regular therapy sessions with clients. There is no excuse for lateness or missing therapy sessions, unless you have a doctor's note. If you are ill, you are to call the department or my extension by 8:00 a.m. You need to be at the practicum site 30 minutes before your client is due. It is important that you have time to prepare your materials for the session, hand in your lesson plan for the day, 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, will result in a failing grade.**
8. Perform post-testing with your client to discover progress made towards long term goals.
9. Complete a therapy report/progress report at the end of the semester, which includes the following: (see examples starting on p. 128 in Meyer's "Survival Guide")
 - Identifying information
 - Background information, including a statement of the problem, client's testing information, and communication status at the beginning of therapy.
 - Current therapy goals
 - Progress and procedures
 - Current status and impressions
 - Recommendations

The report is to follow a specified format, must be typewritten, double-spaced and must also be written in a professional manner.
10. Professional dress and 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.
11. Therapy and diagnostic materials belonging to the department or clinic that you use are to be returned in good condition to the place you got them from immediately following your therapy session so that they can be used by anyone who needs them. Please do not write in the books, rather ask the teacher to make copies for you as needed.
12. Completion of the therapy hours record form. Due at the end of the semester.
13. **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.

GRADING SUMMARY:

You will be rated according to attendance 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 Evaluation of Clinical Performance form. The grading scale is as follows:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
D	65-69
F	below 65

COURSE POLICIES:

Late work: Assignments and projects will not be accepted for full credit if turned in late. 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 will be discounted 10% 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. (Andrews University 2008-2009 Bulletin, p. 28). 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 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.