

CALIFORNIA STATE UNIVERSITY, FULLERTON
Department of Communication Sciences and Disorders

COMD 589A-Public School Practicum in Communicative Disorders
Fall, 2022

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

3. Committed and Caring Professionals who

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

Department of Communication Sciences and Disorders: Mission Statement and Goals

The instructional mission of the Department of Communication Sciences and Disorders is to provide its majors with an understanding of and appreciation for (a) normal and disordered human communication across the life span and across culturally/linguistically diverse populations, (b) the scientific foundations of the speech, language, and hearing professions, and (c) the interaction and interdependence of speech, language, and hearing processes within the discipline. Graduates of the program are prepared to (a) pursue advanced degrees and credentials in speech-language pathology, audiology, and speech and hearing sciences and (b) become professional practitioners of speech-language pathology capable of serving in clinics, schools, community centers, hospitals, and private practice.

Instructor: Sherri R. Wolff, M.A., CCC-SLP
Office: CP-150-18
Office Hours: Monday 2:00-3:00 & by appt.

Days/Time: TBA
Phone: 657-278-4924
Email: swolff@fullerton.edu

Instructor: Russell Johnston, Ph.D., CCC-SLP
Office: CP-420-18
Room: GH-204
Zoom:

Days: T
Time: 4:00-6:45 PM

<https://us02web.zoom.us/j/83555257160?pwd=WmdBR25uZkVxUFIEakhiOUIMYjMvUT09>

Hours: Tuesday 11:00 AM- 2PM **Phone: (657) 278-7175**

Email: rjohnston@fullerton.edu (preferred contact)

COURSE DESCRIPTION FROM THE CATALOG

Prerequisites: COMD 548, 543, 558A, 571, 573, 574 and 577; concurrent enrollment in COMD 590: admission to the graduate program in communicative disorders; approved Clinical Practicum Plan; and passing score on CBEST; application approved prior to semester of practicum. Meets the directed teaching requirements for the Preliminary Speech-Language Pathology Services Credential. Approximately 100-150 clinical clock hours.

COURSE OBJECTIVE

The activities and assignments in this clinic prepare candidates to meet Education Unit Program Outcome 1b (see pg. 1) and ASHA standard for the Certificate of Clinical Competence IV-G (see Appendix).

To acquire enough hours of supervised clinical practice to meet requirements for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

STUDENT LEARNING GOALS

1. Students will learn to assess speech and language skills in the public school setting.
2. Students will learn to provide speech and language intervention in the public school setting.

PLANNED ASSIGNMENTS

Students are required to provide supervised clinical services as assigned and to complete all written work that is an integral part of providing services at your school(s). The written work may include diagnostic reports, I.E.P.s, and other paperwork associated with compliance with state and federal requirements for assessment and placement. Your supervisor may ask only for drafts at first, but eventually you may be asked to complete some or all of the required paperwork for the caseload. Please adhere to all deadlines for completion of paperwork, as this is another indication of professionalism.

SCHEDULING

Student clinicians and supervisors will be responsible for scheduling clients. It is important to remember that supervisors in the public schools are expending additional time and energy to provide students with a successful practicum experience. Therefore, it is important to be a flexible and consider your supervisor's schedule in scheduling therapy, diagnostics, I.E.P.s, and other training experiences at the site. If any difficulties with scheduling exist, please contact me immediately.

Students are responsible for immediately telling their supervisor of any specific hours needed to complete ASHA requirements.

DURATION

Clinical requirements for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing in California include a minimum of 100 hours of supervised practicum hours on site. It is assumed that students have already acquired between 40 and 50 clinical hours up to this point. If a previous externship with children was completed, students will still need to obtain a minimum of 100 hours. However, it is strongly recommended that students obtain 150 hours in this practicum.

The starting and ending dates of the practicum are determined in conjunction with your supervisor. The duration of the practicum is the entire semester through the week before finals. If more time to obtain all hours is needed, students may complete the practicum the week of finals provided that you inform me of your decision as soon as possible. Please anticipate participating in practicum for a minimum of three days per week, because absences, field trips, or assemblies inevitably decrease your clinical hours.

SITE VISITS

I will make one zoom site visit during the semester. The purpose of the visit is to ensure that student clinicians are receiving the best possible training experience and are receiving fair and objective feedback on your performance from the supervisor. Although I am only making one site visit, please feel free to contact me at any time if any problems, questions or concerns come up. Please let me know of them as early as possible, before small problems become big ones. I want to make sure that you have a very successful and enjoyable practicum experience.

SPECIFIC DEADLINES

Clinician Site Schedule: Due **September 19** to your practicum coordinator (Sherri Wolff or Russell Johnston)

Students are responsible for completing a CLINICIAN SITE SCHEDULE form detailing your weekly schedule at the public-school sites. Indicate the days/times that would be best to schedule the zoom site visit. Additionally, include any vacations, holidays, assemblies that you are aware of so I do not schedule a visit on those days.

Midterm Performance Evaluation: Entered into Calipso by **October 21st**

Each supervisor should complete the Midterm Performance Evaluation on Calipso. Results should be discussed with his or her student clinician by this date. The Midterm Performance Evaluation is used as an assessment of the student's skills and progress in the practicum. Its purpose is to provide feedback to the student on areas of strength and weakness midway through the practicum. Each area assessed will encompass several skills that will be rated on a five-point scale. Please refer to Calipso to view the clinical skill areas, grade score and key to the ratings.

Final Performance Evaluation: Entered into Calipso by **December 9th at 5:00pm**

Each supervisor should complete the Final Performance Evaluation on Calipso. Results should be discussed with his or her student clinician by this date. Its purpose is to provide feedback to the student on areas of strength and weakness at the end of the practicum. Each area assessed will encompass several skills that will be rated on a five-point scale. Please refer to Calipso to view the clinical skill areas, grade score and key to the ratings.

Clinical Clock Hours: Entered into Calipso by **December 9th at 5:00pm**

Clinicians must keep records of all clock hours completed, enter them into Calipso and submit to their master clinician for approval. Once submitted to your supervisor for approval, your supervisor will receive

an email. Check with your supervisor on the frequency of submission. Discuss with your supervisor the category to which each hour should be assigned. The time should be listed by the exact number of minutes and assigned to different categories when multiple disorders are involved in one diagnostic or therapy session. You can count time spent escorting children to and from therapy as part of the therapy session.

Students will receive an incomplete if documents are not submitted on-time.

GRADING POLICY FOR THE COURSE

The grading policy is credit/no credit. Students PASS the practicum if they have completed a minimum of 100 clinical clock hours at the school sites(s), have received a 3.0 or higher on all items and received an evaluation score of 3.5 or higher on the Final Performance Evaluation. Your practicum coordinator will discuss your evaluations with your supervisor during site visits to make sure that the evaluation criteria are as uniform and objective as possible across the various practicum sites.

GRADUATE CHECK FOR SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

Students are held responsible for the credential requirements that were in the university catalog when you entered the master's and/or credential program. These include undergraduate courses and courses from other departments (Sp/Ed 371 and Psych 361). Occasionally, students may be able to fulfill the requirements for a course through content from more than one course. If you think that is the case, please provide information on both courses. This was checked in the Equivalency Form ("pink sheet") and advised if you needed to take one or both of these courses at the time you were admitted.

EXAMINATIONS (Dates, make-up policy, etc.)

There are no examinations in the course.

REQUIRED TEXTS

There are no required texts for the course.

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES

There are no other instructional materials or activities required for the course.

REQUIRED MATERIALS AND EQUIPMENT

There are no specifically required materials and equipment, although students can use their own materials and equipment to provide speech-language therapy.

EXTRA CREDIT OPTIONS

There are no extra credit options.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses.

(<http://www.fullerton.edu/disabledservices/>)

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021,

<http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Blackboard site for 489A and 490 and contact your supervisor. Continue on, if possible, at your public school practicum site(s) and let me know if you are continuing at your site. Check your CSU Fullerton e-mail address for regular updates. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Attendance Policy: You are expected to grow in your level of independence during the semester. You will find that parents will view you as a professional from the beginning, and that your supervisor will also begin to regard you as a true professional.

Your absence as a speech-language clinician affects your supervisor and the children on your caseload. More than a few absences during the semester may call into question your professionalism and your ability to perform the role of speech-language pathologist. Consequently, absences are excusable only for medical conditions, usually only when an illness is communicable or serious. Please notify your supervisor as much in advance as possible if you are ill or are absent from the site for any other reason. I need to hear immediately about persistent or serious medical conditions.

It is also extremely important that you arrive at your site on time. In many cases, you will be expected to arrive when your supervisor arrives at school. In other instances, you may decide with your supervisor upon an agreed-upon time. In either case, it is imperative that you be on time, as you are regarded by your supervisor and other staff members as a member of the faculty, not as a volunteer. Tardiness is often one of the first attributes supervisors notice about a student clinician's performance.

Fieldwork Requirement: If this course requires fieldwork you must provide evidence of either a valid (current) teaching or preliminary speech-language pathology services credential or a live scan (i.e., Certificate of Clearance).

In the event of emergency, contact the University Police at 9-1-1.

Campus Emergency Preparedness

Emergency: 911

Non-Emergencies University Police:

(657) 278-2515

Environmental Health & Instructional Safety

(business hours):

(657) 278-7233

Fullerton Campus Operation & Emergency Closure Line:

(657) 278-4444

Irvine Campus Operation & Emergency Closure Line:

(657) 278-8676

Campus Emergency Notification:

AM Radio 1620

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines

Before an emergency occurs-

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at <http://www.fullerton.edu>, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

EMERGENCY CALLS

DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (657) 278-0911
(657) 278-4444

More information online: <http://prepare.fullerton.edu/>

16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

WEEK	DATES (S)	ACTIVITIES	READING ASSIGNMENTS
1.	8/22-8/36	Contact supervisor. Start practicum	N.A.
2.	8/29-9/2	Continue practicum	N.A.
3.	9/5-9/9	Continue practicum	N.A.
4.	9/12-9/16	Continue practicum	N.A.
5.	9/19-9/23	Continue practicum. Submit Clinician Site Schedule	N.A.
6.	9/26-9/30	Continue practicum	N.A.
7.	10/3-10/7	Continue practicum	N.A.
8.	10/10-10/14	Continue practicum	N.A.
9.	10/17-10/21	Continue practicum. Submit Calipso Midterm Performance Evaluation Ratings	N.A.
10.	10/24-10/28	Continue practicum	N.A.
11.	10/31-11/4	Continue practicum	N.A.
12.	11/7-11/11	Continue practicum	N.A.
13.	11/14-11/18	Continue practicum	N.A.
14.	11/28-12/2	Continue practicum	N.A.
15.	Friday, 12/9 at 5 p.m.	Complete practicum. Submit Calipso Final Performance Evaluation of	N.A.

		student, Clinical Clock Hours	
16.	Exam Week	Practicum is complete	N.A.

ADDITIONAL INFORMATION

Guidelines for Making Your Practicum Experience Productive

1. Treat your practicum as a job. Be prompt, professional, and prepared. Consistent tardiness and lack of preparation are sometimes serious enough problems to cause a student to fail the practicum.
2. Be clear with your supervisor at the outset about your other commitments and responsibilities. At the same time, be willing to stay for I.E.P.s or other meetings when you can.
3. Demonstrate enthusiasm and interest in the public schools and the knowledge that the supervisor shares with you. Even if you prefer working with adults, you will learn a great deal if you are attentive and interested.
4. Take the initiative with your supervisor and your clients. Explore and experiment with new therapeutic techniques and materials. When you have mastered a certain level of responsibility, ask for more.

Vital Information About Requirements

The following are suggestions to make sure that all required documents are in good order and you can get credit for the semester.

1. Enter all clinical clock hours into Calipso, using exact minutes. Submit all clinical clock hours to your supervisor for approval. Check to confirm that your supervisor has approved your clock hours and that they show up on Calipso.
2. Try to get more than 100 hours on the school site. That way, if you make an error of addition, you still have a margin of safety.
3. Get more than exactly 25% supervision overall for each client's evaluation and therapy hours, again to have a margin of safety.
4. Make sure that your supervisor completes the Final Performance Evaluation and that the letter grade is PASS (if recommended). I usually cannot give you credit for the class unless the practicum is passed.
5. Make sure that your supervisor checks all the appropriate items under the Linguistic Diversity section on the first page of the Performance Evaluation. We must have proof that students work with linguistically diverse children in the schools in order to receive the credential.

FINAL CHECK-OFF LIST

Instructions: Check off everything you have completed.

____ 1. Clinician Site Schedule submitted by September 19

____ 2. Midterm Performance Evaluation entered into Calipso by October 21

____ 3. Final Performance Evaluation entered into Calipso by December 9

- Clients with linguistic diversity (includes children who speak any language in addition to or instead of English) have been checked off on page 1 of the Performance Evaluation
- Each item on the Evaluation was rated as a 3 or higher, an Evaluation Score of 3.5 or higher was achieved and a Letter Grade of PASS was posted.

____ 4. All clinical clock hours are entered into Calipso as minutes, submitted to the Supervisor for approval, approved and appear on Calipso by December 9

- Percentage of supervision hours is at or over 25% for evaluation and treatment for each client
- A minimum of 100 hours were completed

SYLLABUS APPENDIX

As noted in the syllabus, the objectives/goals, activities, and assignments for this course are driven by the Education Unit's Program Outcomes and Indicators (see table on front page) and the standards and implementation procedures for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association as outlined below:

American Speech-Language-Hearing Association Standards and Implementation Procedures for the Certificate of Clinical Competence

Standard III: Program of Study-Knowledge Outcomes

The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes.

Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

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 IV-D: For each of the areas specified in Standard IV-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.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical 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 skill 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 including 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-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

****More information can be found at:***

http://www.asha.org/about/membershipcertification/handbooks/slp/slp_standards.htm