

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 230

COURSE DESCRIPTION

Student clinicians provide speech/language therapy under the direct supervision of a certified and licensed speech-language pathologist (clinical supervisor). Student clinicians obtain practice in selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients. Assessments are selected with the purpose of evaluating students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements to meet the individual client's needs. Student clinicians plan, implement, and evaluate treatment and write reports while maintaining cultural sensitivity to the clients in which they serve. The program of study is organized in such a way that courses and clinical practicum taken early in the program are expanded upon and supplemented in courses and practicum taken later in the program.

Students are assigned clients by the clinic director.

TEXT

California State University, Fresno Speech & Hearing Clinic. (2011) *Student clinician manual*. Fresno, CA.

GRADES (see attached grading policy)

Grades are awarded consistent with the CSUF grading policy. You will receive a three-week, mid-term and a final evaluation. You will also receive regular verbal and/or written feedback. This course is graded as CR (Credit) or NC (No Credit). To receive CR for this course, students must follow these requirements:

COURSE REQUIREMENTS

1. Submit all assignments **on time**.
2. Proof and correct written work **before** submitting it.
3. Participate in **all** applicable assignments.

4. **Be prepared** for each clinic session (including seeing the supervisor in advance if there are any questions).
5. Exhibit **comprehensive** knowledge of each client's case and each client's disorders.
6. Develop and demonstrate **independent** decision making skills.
7. Exhibit understanding and patience with **each** client and family
8. In advance, discuss **all** major clinical decisions with the section supervisor.
9. Adhere to **all** verbal and written clinic policies and procedures. (See Student Clinic Manual)
10. Dress code includes no jeans, mini-skirts, low cut blouses, shorts, or informal attire. Keep jewelry to a minimum. Piercing of obvious body parts (tongue, nose, etc.) is not allowed.

Based on the **final ratings** on the [Student Practicum Evaluation Form](#), graduate students must perform at least at an overall average level of 4 (75% independence level) to receive a grade of CR.

***Students at the average level of 3.99 or below will receive a grade of NC. Students receiving a score of 1 or 2 in any area on their final evaluation will receive a grade of NC.**

***Students earning NC will not receive credit for clinical clock hours.**

ATTENDANCE

Students must attend and be on time for all clinic sessions. If you are ill or have a personal emergency, **you must notify your clients, your supervisor, and the clinic office prior to your scheduled session.** Students must arrange to make up sessions due to their illness or personal emergency.

CLINIC CALENDAR

First day of clinic:

Last day of clinic:

Mid-term evaluation:

Final evaluation and clinic check-out:

WRITTEN ASSIGNMENTS

Students must complete the following written assignments for each client by the dates indicated (unless supervisor permits an extension or requests reports on an earlier date):

Diagnostic or Reassessment report:

Treatment plans:

Treatment Summary or Discharge reports:

Daily progress notes (SOAP notes): **Daily, prior to next treatment session**

All draft reports must be submitted double-spaced. Students will single space reports only after the supervisor has given approval for the final copy. Please remember the following:

- Double-space all reports until the supervisor approves final print.
- Proof all drafts prior to submitting.
- Use block paragraph format. Double space between paragraphs.
- Submit completed test protocols with the diagnostic or reassessment report. Also turn in audiotapes of your speech/language sample if requested by your supervisor.
- Do not phonetically transcribe language sample unless necessary for diagnosis; however, note specific errors phonetically, as appropriate. For example, you do not need to phonetically transcribe the speech sample you obtained during the assessment of your client who stuttered. However, if the same client also exhibited articulation errors, phonetically transcribe those errors and report them in your written report.
- Print final drafts single space (double space between paragraphs) on 20lb bond. **No orphan pages will be signed.**
- See Clinic Director if you have questions.
- If you are completing an initial evaluation on a new client, you must also write a referral acknowledgment letter, **if the client has been referred directly by a school SLP, physician, or other agency** and this is the first session attended at Fresno State.
- Fabrication of data, falsification of reports, etc., is not acceptable nor will it be tolerated. If discovered, an NC will be assigned and possible further action taken.

CLINIC MEETINGS

Clinic meetings are held at the discretion of the clinic director and regularly with individual supervisors. Student clinicians are expected to attend all clinic meetings.

GENERAL COURSE GUIDELINES:

- Introduce yourself, and confirm client's appointment time.
- After discussion and planning with supervisor, evaluate clients. Screen clients' hearing as part of the evaluation as appropriate. During interview, ask for the correct spelling of schools, doctors' names, medications, and names of other professionals.
- Discuss assessment results and goals with the supervisor before discussing them with client.
- Write any required reports and letters and submit by the due dates.
- Following supervisor approval, review assessment results and treatment plan with client.
- Begin treatment.
- Evaluate progress and treatment sessions daily. Give your clients daily feedback regarding their progress and encourage their own self-monitoring of progress. Avoid using ambiguous statements such as, "You did a good job today." Give specific feedback. For example, "Today you were able to use your "k" sound." Graphs are helpful in illustrating progress especially for adult clients.
- When working with children or dependent adults, regularly allocate time to invite caregivers and parents into the sessions to review clients' progress, model therapy techniques and answer questions. Remember to discuss information inside the treatment rooms, not in the hallways.
- Make changes necessary to assure effective treatment. If you are unsure of what to do or feel like you are struggling, talk to your clinical supervisor, do some extra research, and observe other clinic sessions. Also, if you are bored with your clinical sessions, change them – your client is probably bored too.
- Attend weekly clinic meetings.
- At the end of the semester, evaluate client progress. It is not necessary to re-administer standardized tests unless client is being dismissed from therapy. Probes and conversational speech samples are usually sufficient.
- Discuss client progress and recommendations with your supervisor.
- Discuss summary reports and recommendations with your client.
- Follow appropriate checkout procedures.

If these procedures are not completed, a grade of No Credit will be given for the semester.

As part of the course, each student will be expected to meet regularly with his or her supervisor, either as a group or by individual appointment. During mid-term and final evaluation meetings, students will be asked to give feedback to their supervisor as well as receive feedback. Mutual strengths and needs should be discussed at that time so that valuable changes can be made.

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

University Policies

For information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations)

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to

remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning of other students will not be tolerated.

Overall Grading Policy for CDDS 230, 250, 257 & 267

Student clinicians receive a grade of credit or no-credit as a result of their performance in their practicum assignment(s). The master clinician confers with the student clinician and completes the appropriate form designed for evaluation. After the Clinic Director consults with the master clinician, a mid-way progress report and/or a final report are completed and presented to the student clinician. There are two requirements:

- 1) The successful completion of all student practicum competencies based on the student evaluation form.
- 2) Satisfactory evaluation by the master clinician of above average performance.

When students are not successfully completing all practicum requirements, the steps listed below will be followed and completed within a three (3) week period:

- 1) A conference will be held from the time deficiency is noted with the student, master clinician, and Clinic Director (if needed).
- 2) The master clinician will prepare a written summary of the conference. This report will state the areas of needed improvement and recommendations for remediation. The student and supervisor must sign and date the report. Copies of all evaluations and progress logs are attached to the report. Copies will be given to all concerned parties.
- 3) The master clinician will document the student clinician's progress, conferring daily. The Clinic Director will conduct a formal observation. A conference to review progress will be conducted at least once weekly by the on-site supervisor.
- 4) If the student has not demonstrated satisfactory improvement, a second joint conference will be conducted between the student, master clinician, and Clinic Director.

The master clinician will prepare a written summary of this conference. This summary, with evaluations, will include a notation that the student has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the student must adhere to this time line or be removed from the placement site, which will result in a grade of no-credit (NC). The student and Clinic Director must sign and date this report and copies will be given to all concerned parties.

- 5) A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved.
- 6) The final responsibility for the assignment of a course grade lies with the university supervisor.
- 7) This process will not be extended beyond the term of the CSUF semester.
- 8) If the student clinician believes the NC grade has been assigned unfairly, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 121.

CDDS 230/267 - Student Practicum Evaluation

Clinician: _____

Semester: _____

Supervisor: _____

Course: CDDS _____

Based on this student's current academic and clinical experience, and familiarity with the types of clinical cases served, this student performs this skill consistently with an appropriate amount of instructional support:

- 5 – Consistently
- 4 – Nearly all of the time
- 3 – Most of the time
- 2 – Half of the time
- 1 – Some of the time
- 0 – Never
- N/A – Not Applicable

Academic and Clinical Knowledge Base (10 %)

	1 st 3 weeks	Midterm	Final
1. Applies current course work in the clinical setting.	_____	_____	_____
2. Understands nature of disorders.	_____	_____	_____
3. Seeks to add to academic knowledge in order to develop an effective treatment program.	_____	_____	_____
4. Demonstrates increased clinical insight.	_____	_____	_____

Comment:

Diagnostic Skills (10%)

1. Conducts a thorough file review and client interview.	_____	_____	_____
2. Utilizes appropriate diagnostic instruments.	_____	_____	_____
3. Effectively administers and records tests according to published guidelines.	_____	_____	_____

	1 st 3 weeks	Midterm	Final
4. Accurately interprets test results.	_____	_____	_____
5. Makes appropriate prognosis and recommendations based on diagnostic results.	_____	_____	_____
6. Effectively shares results and recommendations and answers questions appropriately.	_____	_____	_____
7. Administers informal diagnostic instrument if published tests are not appropriate.	_____	_____	_____
8. Incorporate multiple measures to establish reliability of results.	_____	_____	_____
9. Quickly learns and incorporates new tests or procedures suggested by the supervisor.	_____	_____	_____
10. Demonstrates on-going evaluation of client's skills, task and materials.	_____	_____	_____

Comments:

Treatment Skills (30%)

1. Develops and writes appropriate short-and long-term objectives.	_____	_____	_____
2. Sequences treatment to meet the client's needs and the client's performances.	_____	_____	_____
3. Utilizes a variety of appropriate materials	_____	_____	_____
4. Utilizes a variety of appropriate treatment techniques and tasks that are clearly related to goals.	_____	_____	_____
5. Effectively manages treatment contingencies (e.g., reinforcement) and behavior.	_____	_____	_____

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|---|-------|-------|-------|
| 6. Accurately and appropriately uses data collection methods. | _____ | _____ | _____ |
| 7. Provides consistent and appropriate feedback to clients regarding results of treatment session and overall programs. | _____ | _____ | _____ |
| 8. Actively involves client in treatment by training self-charting, providing regular home assignments, etc. | _____ | _____ | _____ |
| 9. Adapts treatment methods based on ongoing assessment of client's needs and adjusts pacing when needed. | _____ | _____ | _____ |
| 10. Respects scheduling restrictions by beginning and ending treatment on time. | _____ | _____ | _____ |

Comments:

Writing Skills (20%)

- | | | | |
|--|-------|-------|-------|
| 1. Maintains accurate and appropriate progress notes. | _____ | _____ | _____ |
| 2. Prepares complete, well-organized reports. | _____ | _____ | _____ |
| 3. Submits written assignments in a timely manner. | _____ | _____ | _____ |
| 4. Uses correct and appropriate grammar, form, style, and spelling in written reports. | _____ | _____ | _____ |
| 5. Uses language that is understood by client and family. | _____ | _____ | _____ |

Comments:

Practicum as a Learning Experience (20%)

- | | | | |
|---|-------|-------|-------|
| 1. Implements recommendations quickly. | _____ | _____ | _____ |
| 2. Seeks clarification when in doubt. | _____ | _____ | _____ |
| 3. Develops original and/or appropriate solutions to clinical problems. | _____ | _____ | _____ |

4. Generalizes information to other clients and situations.	_____	_____	_____
5. Improves and learns as a result of experience and from supervisory suggestions.	_____	_____	_____
6. Demonstrates careful planning & consideration of consequences.	_____	_____	_____
7. Receives constructive suggestions without resistance.	_____	_____	_____
8. Conducts on-going self-analysis to meet personal goals.	_____	_____	_____
9. Demonstrates appropriate organizational skills.	_____	_____	_____
10. Identifies areas of competencies and areas that need improvement (i.g., self-awareness)	_____	_____	_____

Comments:

Professionalism & Ethics (10%)

	1 st 3 weeks	Midterm	Final
1. Communicates effectively using appropriate levels with a variety of individuals (e.g., parents, clients/patients, supervisors).	_____	_____	_____
2. Establishes and maintains rapport with clients and professionals.	_____	_____	_____
3. Complies with established clinic or on-site procedures.	_____	_____	_____
4. Demonstrates knowledge of ASHA's Code of Ethics by applying ethical standard in all professional relationships.	_____	_____	_____

5. Maintains a professional appearance. _____

6. Attends and is on time for all meetings. _____

7. Treats all people with respect & safeguards confidentiality. _____

8. Conducts sessions effectively with confidence. _____

9. Demonstrates careful planning & consideration of consequences. _____

10. Maintains professional focus on client's needs (including physical, psychological and spiritual). _____

Comments:

Supervisor's Signature: _____ Date: _____