

# **Speech-Language Pathology Program Assessment Summary Revised February 21, 2014**

## **Program Design**

The Department of Communicative Disorders and Deaf Studies (CDDS) is part of the College of Health and Human Services at CSU Fresno. The program offers four options at the undergraduate level and two at the graduate level. The speech-language pathology option includes academic coursework and clinical practicum. The graduate academic coursework in speech-language pathology is primarily seminars. The graduate speech-language pathology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and the California Commission on Teacher Credentialing.

Communication within the program and among the institution is ensured by several mechanisms. First, there are twice-a-month meetings of all CDDS faculty. These meetings address all current student, program, and college issues. Second, the department chair attends twice-a-month Dean's Cabinet meetings. Third, the CDDS graduate coordinator has regular meetings with the Division of Graduate Studies. Fourth, CDDS has a faculty member who attends all sessions of the Academic Senate. Fifth, CDDS faculty participate in a variety of university and college committees—relevant information from those committees is shared during the CDDS faculty meetings. Sixth, the clinic director regularly attends the NCATE program coordinator's meeting on campus.

Coursework and field experiences are structured to meet ASHA Standards III (Program of Study), IV (Knowledge Outcomes), and V (Skills Outcomes). Accordingly, our program of study is designed to ensure that candidates demonstrate knowledge in the following areas:

- biological sciences, physical sciences, statistics, and the social/behavioral sciences
- basic human communication and communication disorders
- principles and methods of prevention, assessment, and intervention
- standards of ethical conduct
- integration of research principles into evidence-based clinical practice
- contemporary professional issues

There have been no major changes in the program over the past 2 years. However, there have been several modifications. For example, in response to an increased failure rate on the graduate writing requirement in CDDS 200, faculty changed the procedure for providing feedback to the students on the accuracy of their writing. This change was successful and resulted in a 100% first time pass rate the next semester. Another modification was changing our employer, alumni, and graduate student exit surveys to on-line surveys. This was done in response to low participation rates when they were done via paper or in person. This process was just completed, so the program does not yet have data on whether the change will improve participation.

Means for stakeholder input include normal communication with the faculty, department chair, and the dean; participation in or comments to the CDDS advisory committee; written client evaluations of the services performed in the CDDS speech and hearing clinic; and public comments to our accreditation body, the Council on Academic Accreditation in Audiology and

Speech-Language Pathology. Additional input is obtained by employer, alumni, and graduate student exit surveys.

### **Course of Study (Curriculum and Field Experience)**

#### *Description of the sequence of coursework, Coordination of coursework with field work*

Field placements (practicum) occur throughout the candidate's academic coursework to allow for opportunities to integrate the knowledge and skills obtained during courses into field experiences. 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.

#### *Types of coursework in critical areas*

- Coursework that provides instruction regarding professional, legal and ethical practices in special education (Standard 2): CDDS 214, 257, 209
- Coursework that provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served (Standard 3): CDDS 214, 215, 216, 218
- Coursework that provides instruction in effective communication and collaborative partnerships (Standard 4): CDDS 214, 257, 267
- Coursework that provides instruction for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner (Standard 5): CDDS 209, 214, 218, 230, 257)
- Courses that provide instruction on using educational and assistive technology (Standard 6): CDDS 218, 257
- Instruction is provided for candidates on planning, implementing, and evaluating transitional life experiences for students with disabilities (Standard 7): CDDS 209, 257
- During their CDDS 257 student teaching field experience, candidates are provided opportunities to actively participate in IFSP/IEPS and Post-Secondary Transition Planning (Standard 8)

#### *Number and type of field placements*

During their graduate program, candidates complete three semesters of CDDS 230 in the California State University Fresno Speech, Language, and Hearing Clinic. During this placement, candidates provide speech/language therapy under the direct supervision of a certified and licensed speech-language pathologist (clinical supervisor). Candidates 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. Candidates plan, implement, and evaluate treatment and write reports while maintaining cultural sensitivity to the clients in which they serve. During their second semester on campus, candidates concurrently complete their audiology clinical practicum experience (CDDS 250). Within this placement, candidates demonstrate the ability to appropriately interpret diagnostic audiological test results along with suggesting appropriate recommendations. Candidates are also required to develop aural rehabilitation therapy plans, goals, and objectives. Outcomes must be charted

appropriately while making modifications as needed as well as documenting the effectiveness of treatment.

Once candidates complete their three semesters of on campus clinical practicum in CDDS 230, they then complete a clinical practicum assignment in the public schools (CDDS 257) under the direct supervision of a master clinician/supervisor in a school setting. While completing their CDDS 257 student teaching, candidates are concurrently enrolled in course CDDS 209, Speech-Language-Hearing in the Public School Environment (1 unit).

#### *Connection of field experience with coursework*

During their field experience, candidates are required to practically apply their knowledge gained from coursework. During their CDDS 257 student teaching placement, candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention (CDDS 107/110, CDDS 202, 204, 210, 214, 215, 218, 292, 230, 250, 209) ; writing (CDDS 171, 200), presentation, and implementation of IEP/IFSPs (CDDS 209); a variety of service delivery models (CDDS 209); provision of services for children on the autistic spectrum (CDDS 218); assistance to classroom teachers in providing modifications and accommodations of curriculum for students (CDDS 209); and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention) (CDDS 209). Candidates engage in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process.

#### *Field supervision, advisement, evaluation: Frequency, type, from BOTH the program personnel and the district employed individual (master teacher) with required in a program*

During the program, candidates are guided and coached on the practical application of their knowledge and skills gained from their coursework. Performance is evaluated using formative processes. During both their on-campus (CDDS 230) and off-campus (CDDS 257) practicum in the CSUF Speech, Language and Hearing Clinic and in local school districts, candidates are directly supervised by a licensed and certified speech-language pathologist. While completing on-campus clinical practicum, candidates receive a written 3-week, midterm, and final evaluation from their clinic supervisor as well as regular verbal and/or written feedback throughout the semester. During their student teaching, all candidates receive a written midterm and final evaluation, with some also receiving a 3-week evaluation (at master teacher discretion). Throughout their student teaching field experience, the university supervisor provides indirect supervision via CDDS 209 meetings, emails and telephone conversations with the candidate and master clinician. The university supervisor may visit the school site during the semester, although the master clinician remains as the primary direct supervisor.

#### **Assessment of Candidates**

There are two primary means by which CDDS graduate speech-language pathology candidates are assessed for program competencies: The Knowledge and Skills Acquisition process and the clinical practicum evaluations. As described in the following two paragraphs, these assessments are conducted throughout a candidate's academic and clinical program. Candidates are informed

of these assessments during first semester orientation meetings, first meetings of the relevant courses, and in the program's graduate student handbook.

#### 1. Knowledge and Skills Acquisition (KASA)

The KASA form records the clinical and academic standards set forth by the American Speech, Language, and Hearing Association (ASHA) that are required for all students as they progress through the graduate program. Classes are identified in which each of these standards is addressed (CDDS 202, 207, 210, 204, 215, 214, 209, 220, 218). For each of these classes a competency verification form was developed to document that each student is gaining the knowledge needed to meet those standards as he or she moves through the program. While the student is taking those classes that have been identified, the instructor documents on the competency verification form as the specified academic and clinical competencies are met. If a student does not demonstrate competency, an action plan is established and the instructor works with the student to ensure that the competencies are addressed and mastered prior to graduation. Each semester the graduate student meets with his or her academic advisor, and those courses where the competency verification forms have been completed are subsequently signed off on the KASA form. If competency is not demonstrated in any area, the academic advisor will now be aware of that in addition to the instructor. The academic advisor and instructor will continue to work with the student to try to ensure that the competency is mastered prior to moving forward in the program. However if a competency is not mastered by the time of graduation, then the KASA form will not be signed off, and the student will not be eligible for the Certificate of Clinical Competence through ASHA.

#### 2. SLP's Evaluation of Candidate Performance (includes on campus clinical placement and educational field placement).

The clinical practicum evaluation form is completed for each student by his or her clinical supervisor every semester. During their first three semesters of clinical practicum (CDDS 230) students have an on-campus clinical placement. The clinical practicum evaluation is completed three times during each semester. Details of this evaluation process are described in a prior section of this document.

#### **Changes since the initial program review document submissions**

There have been no significant changes in our program since we submitted our initial program review document.