

SPPA 3964- Practicum in Speech-Language Pathology 1: Campus Clinic
Coordinator of Clinical Services: Mrs. Jacqueline Podewils MS/CCC SLP

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This practicum is taken concurrent with SPPA 3710 (Intervention Methods in Speech-Language Pathology). It is recommended that the student have some prior observation of therapy.

***Required:* Take concurrently with SPPA 3710**

***Resource:* Students should refer to the Marquette University Speech Pathology & Audiology Clinic Manual**

The student will be assigned the role of Cooperating Clinician and will assist a graduate level clinician in the campus clinic. As the cooperating clinician, you may be assigned to support a client who has concerns in one or more of the following clinical areas:

1. Articulation
2. Fluency
3. Voice and resonance
4. Receptive and expressive language
5. Hearing
6. Swallowing
7. Cognitive aspects of communication
8. Social Aspects of communication
9. Communication modalities

Course Objectives

The Cooperating Clinician experience has been devised to familiarize the student with the therapeutic process. The student will be invited to attend the initial meeting with the Clinical Instructor and Graduate Student Clinician in which they will discuss the clinical case and the approach to intervention. The cooperating clinician will assist the graduate student clinician assigned to the case. The duties of the cooperating clinician may vary dependent upon the client case. The duties may include but are not limited to the following: data collector, recording data /utterances, communication partner, setting up and taking down therapy room, gathering materials, etc. In each case, the clinical instructor and graduate student clinician will communicate the assistance and duties that the cooperating clinician will perform. The cooperating clinician will be expected to perform the duties outlined on the document titled: SPPA 3964: Practicum in Speech-Language Pathology 1: Campus Clinic- Cooperating Clinician Experience. The clinical instructor and the course instructor of SPPA 3710 Intervention Methods in Speech-Language Pathology will share the responsibilities of assessing that these tasks are successfully completed. In order for a student to achieve a satisfactory grade (S-Satisfactory) they must complete all tasks. Through this “vicarious” clinical experience, the

student will be exposed to the following **KASA (Knowledge and Skill Acquisition)** clinical skills (ASHA std IV-G) as outlined below

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
- Implement intervention plans. Involve clients/patients and relevant others in the intervention process.
- Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify client/patient needs and refer clients/patients for appropriate services
- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- Collaborate with other professionals in case management.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA Code of Ethics and conduct self professionally.

Department of Public Instruction Standards applicable to clinical practicum:

- 1** The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2** The SLP understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
- 3** The SLP understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.
- 4** The SLP understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
- 5** The SLP uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 6 The SLP uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.
- 7 The SLP organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
- 8 The SLP understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- 9 The SLP is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and actively seeks out opportunities to grow professionally.
- 10 The SLP fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

Formative Assessments: The student will complete therapy related tasks assigned through SPPA 3710 (the clinical methods class which corresponds to the clinical practicum). These tasks may include, but are not limited to:

- Chart review for pertinent medical, developmental, speech and hearing history
- Read SOAP notes and therapy plan printed in chart
- Attend and assist all therapy sessions
- Perform tasks as assigned (e.g., data-keeping, communication partner, set-up, take-down, engage client in play task, etc.)
- Students will receive periodic feedback from supervisors or graduate student to guide their performance/assistance.
- Keep a record of each session assisted in on the form provided and stored in the binder labeled *Student Practicum Record*.
- The student will earn observation hours in their role as cooperating clinician. The student will not earn clinical clock hours. Only the graduate student clinician will earn clinical clock hours (unless there is a special situation when the graduate student is not in attendance and the clinical instructor has assigned the student to act in the capacity of the clinician for a particular session).
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Summative Assessment: At the end of the practicum, the clinical instructor assigned to the case, the course instructor for SPPA 3710, and the cooperating clinician will be responsible for completing the form provided entitled; SPPA 3964: Practicum in Speech-Language Pathology 1: Campus Clinic- Cooperating Clinician Experience. In order to achieve a passing grade of "S"- Satisfactory, the student will need to be endorsed for successfully completing all of the tasks on the form. The student will complete and submit the Observation sheet combined with the student practicum record to the clinical instructor for verification and endorsement of total observation hours earned during the practicum. The original form should be turned in to the clinical instructor who will in turn provide it to Mrs. Podewils for entry of observation hours earned in the clinic database.

SPPA 3964: Practicum in Speech-Language Pathology 1: Campus Clinic- Cooperating Clinician Experience

Name of Cooperating Clinician:
Semester assigned as Cooperating Clinician:
Graduate Student Clinician paired with:
Clinical Instructor assigned to case:
Name, DOB and age of client:
Primary concern/s:

- Reviewed client chart to gain information regarding status of client.
- Read SOAP notes printed in client chart minimum of 8 times. Chart 8 dates read:

- Gained information regarding client disorder, diagnosis, therapy approach. Summary submitted in class.
- Demonstrated a thorough understanding of client/case (read Therapy Plan outlining goals).
- Consistently attended sessions.
- Was reliable and timely for sessions.
- Demonstrated an understanding of the therapy process.
- Established effective working relationship with graduate clinician, client and supervisor.
- Performed tasks as assigned, which included:

Overall comments relating to performance in role as Cooperating Clinician:

Clinical Instructor / Date

Classroom Instructor / Date