

**SPPA 4964-Practicum in Speech-Language Pathology 2: Campus Clinic**  
**Director of Clinical Services: Mrs. Jacqueline Podewils M.S., CCC- SLP**

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### **Prerequisites**

Completion of SPPA 3964

***Required:*** Students must purchase a tape recorder (digital preferred) for use in clinic.

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

### **Clinical Disorder Areas**

Clinical experiences will be drawn from the following disorder areas, *dependent on the student's level of academic preparation, prior clinical experience and client availability.*

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 supervised clinical experience will be sufficient in breadth and depth to expose the student to the following **KASA (Knowledge and Skill Acquisition)** clinical skills (ASHA std IV-G):

- 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 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.

### **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:** Students will receive periodic feedback from supervisors when they observe therapy sessions. Feedback is provided on a bi-colored carbon sheet. The student is given a copy and the supervisor retains a copy. Students should reflect upon the feedback and use the constructive feedback for clinical growth (eg. applying suggestions/strategies in subsequent sessions). Students may be encouraged to record and view therapy sessions utilizing the clinic video-recording equipment. Directions for the system are printed in the clinic manual or students can ask their clinical instructor for clarification.

Additionally, students will be evaluated at midterm using the **Marquette University Speech-Language Pathology Program Clinical Evaluation** form. This form will be completed by the supervisor in reference to student performance in the clinical practicum as well as student completion of the form as a **student self assessment**. Generally, a midterm meeting is scheduled between the supervisor and student to reflect on student performance (eg. areas of strength and weakness). The completed evaluation forms (student's and supervisor's) should accompany the meeting as a tool to guide/ discuss student level of performance. The form is retained and used for comparison with final assessment.

**Summative Assessment:** Completion of the **Marquette University Speech-Language Pathology Program Clinical Evaluation** form. Supervisor and student each complete the evaluation tool (generally in a different colored ink from the midterm) summarizing the knowledge, skills, and personal qualities/professionalism exhibited through out the practicum. The supervisor's evaluation form of the student along with supervisor and student midterm and final comments will be placed in the student's cumulative file. The student retains their self assessment for their reflection, growth, and portfolio.