

SPPA 6966 - Practicum in Speech-Language Pathology: Diagnostic Methods

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Prerequisites: Graduate student-- regular degree status required. Prior semester of campus clinic practicum. SPPA 4720/5720 - Diagnostic Methods in Speech-Language Pathology or comparable course.

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

Resources: Students should refer to the Speech Pathology & Audiology Clinic Manual. Assessment in Speech-Language Pathology A Resource Manual 4th Edition, Shipley, Kenneth G. and McAfee, Julie G., Thomson Delmar Learning, 2009.

Clinical Disorder Areas

Clinical experiences will be drawn from the following disorder 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 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):

- Conduct screening and prevention procedures (including prevention activities)
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- Select and administer appropriate evaluation procedures to meet client/patient needs
- Adapt evaluation procedures to meet client/patient needs.
- Interpret, integrate, and synthesize all information to develop diagnoses and make

appropriate recommendations for intervention.

- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.
- Adhere to the ASHA Code of Ethics and conduct self in professional manner.

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 diagnostic 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.

Important Notation:

ASHA certification standards do not allow for us to credit more than one student with clinical clock hours for a given client. Since you will work as a team with your diagnostic clients, we will calculate the total hours of direct service for each client (e.g. evaluation, consultation/interview via phone or in person, observation assessment in other environments) and divide that total in half to determine the clock hours you will earn in this practicum. **There is no minimum number of assessment clock hours required to meet ASHA certification requirements;** please consider this practicum as an important *experience* for your journey in becoming a speech-language pathologist rather than focusing on the number of clock hours earned. Please be prepared to spend considerable individual and team time preparing for each evaluation, reading and writing reports and seeking relevant information in addition to the scheduled evaluation time.