



SPPA 6967: Practicum in Speech-Language Pathology School Setting, Spring 2015

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INTRODUCTION TO THE TOPIC

The public school off-campus placement in speech-language pathology, offers the opportunity for students to experience the working environment of the public school. During this placement, students will participate in the work of a school based speech-language pathologist beginning with observation and progressing toward independent management of the assigned caseload for intervention and diagnosis. Students will experience consultation and collaboration with other staff members and families and will benefit from the mentoring of their site supervisors. This placement, in conjunction with the hospital or rehabilitation placement, will assist the student in making decisions regarding future employment. Likewise, **this experience will serve as an important reference for subsequent employment.** The official start and end dates for the Spring 2015 public school practicum are **January 12** and **May 1, 2015**. Students begin and end their school placement according to the Marquette University calendar; they observe the vacation schedule of their placement schools.

This course and its requirements may be applied to demonstrating competency in:

WI DPI License Requirements for Speech-Language Pathology

- Minimum 100 direct contact clock hours supervised by a licensed speech-language pathologist in a school setting.
 - Portfolio demonstrating competence at the Initial Educator level in the Wisconsin DPI Knowledge and Skills Standards (PI 34—effective post August 2004)
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.

ASHA Standards for Certification (Effective post September 1, 2014)

- ASHA Certification Standards IV, C through H; and V, A through D
- See practicum evaluation form for specific learner outcomes.
- Progress toward completion of 375 supervised direct contact clinical practicum and 25 observation clock hours required for ASHA certification.

Attendance Policy (Also available in GUIDELINES AND REQUIREMENTS FOR PUBLIC SCHOOL PLACEMENTS)

All student absence should be avoided if possible during the semester.

Religious holidays and observances are, of course, exempt, but will need to be made up. If the student is sick, s/he should negotiate with the Cooperating SLP regarding necessity for making up the time, keeping in mind ASHA and DPI clock hour requirements.

Illness that exceeds 3 days during the semester must be reported to the university supervisor.

If there is a special event or need that would require the student to miss day/s of scheduled time, the following steps must be followed: A. Obtain permission from cooperating SLP. B. Obtain permission from MU supervisor. It isn't guaranteed that the student will be able to take days off from the placement for professional, social or family events; therefore, permission should be requested early. If car trouble or any other factor interferes with attendance, please remember that many schools are accessible by bus. School placements should be treated as a job where the student is a new employee, trying to make a good impression.

It is the student's responsibility to notify the cooperating SLP of absence and to arrange a plan for doing so.

NOTE: Communication with students in school placements will frequently be through email. Plan to monitor your Marquette email and the SPPA 6967 D2L site at least twice per week.

Academic Integrity

The Marquette University Honor Pledge states:

I recognize the importance of personal integrity in all aspects of life and work.

I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.

I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.

My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Students are encouraged to visit <http://www.marquette.edu/provost/integrity-index.php> for additional information regarding this important issue.

ASHA Code of Ethics

Regardless of where speech-language pathology is practiced, the American Speech-Language Hearing Association's Code of Ethics should guide that practice, including student practice with appropriate professional supervision. As a student, you are entitled to appropriate supervision by an ASHA certified speech-language pathologist. To review the ASHA Code of Ethics, visit <http://www.asha.org/Code-of-Ethics/>. Ethical practice is part of the clinical evaluation for this practicum.

Grading

This course is graded on a satisfactory/unsatisfactory system. Students will be evaluated by their Cooperating SLP, using the clinical evaluation form provided, at midterm (**March 2-6, due March 9**) and at the end of the semester (**by May 4**). **The clinical evaluation should include self-evaluation by the student (At mid-term, narrative remarks in Student Comments section and DPI Self-Evaluation attached to Final printed Clinical Evaluation).** The MU supervisor will observe once during the semester for approximately ½ day and will obtain feedback from both students and supervisors at least one additional time during the semester. Observations serve the purpose of monitoring student performance, conferencing with the Cooperating SLP and the student and assisting with resolution of any problems or questions. Additional direct observation can be arranged at the request of the Cooperating SLP, student or the MU supervisor. Evaluation of students is accomplished by the Cooperating SLP with input from the university supervisor.

Additional Requirements

- **Submit the Student Questionnaire you completed prior to your placement to the SPPA 6967 D2L Dropbox by January 21. Be sure your name and phone number are included.** It is very helpful to have this information available in one place where it's easily accessible.
- **Submit your school placement schedule to the SPPA 6967 D2L Dropbox by January 23.** It isn't necessary to list the caseload schedule—I need a schedule for your attendance at the school/s. If possible, note IEP meeting times or other times when I won't be able to visit you. **Do not include full names for children on your school schedule (HIPAA!).** An example of what I need is:

Selma Slpstudent
SLP Room Phone #/s
Mon, 7:30-2:30 (IEP mtgs 12-2:30) XYZ school
Tues, 7:30-2:30 XYZ school
Wed, 11:30-2:30 ABC School
Thurs, 7:30-3:30 (Testing 10:30-12) XYZ School
Fri, NA.

- Keep it as simple as possible. If you're in more than one building or have more than one supervisor, please note the building/supervisor for each time slot. Please include your current **contact info, including email, address and phone.**
- **We will hold a meeting for questions and discussion Monday, January 26, 4:00-5:00, Cramer 217.** This meeting is required and will review portfolio requirements for DPI licensing and clock hour counting. If you are unable to attend, please discuss this with Mrs. Erdman in advance so an alternative time can be arranged. If necessary, ask your supervisor for permission to leave early so we can start the meeting on time—feel free to eat while we meet.
- **Submit a short feedback form to D2L Dropbox** (form can be found in D2L **Content Self-Evaluation** section) **regarding your current status in your school placement.** Your feedback is due **February 13.**
- **Complete your Conflict Resolution Report and submit it to the D2L Dropbox by March 27.** (Report can be found in D2L **Content Conflict Resolution** section.)
- **Utilize the DPI Self Evaluation Tool and attach it to your FINAL printed clinical evaluation turned in to Mrs. Erdman following your school practicum experience.**
Ability to self-evaluate is a required learner outcome for the DPI license and you have previously used this form to self-evaluate work in the MU Speech and Hearing Clinic. It is included in your DPI portfolio to demonstrate that you've met Standard 9. Please comment on how you've met the DPI Standards using the DPI Self-Evaluation tool (D2L Content **DPI Portfolio** section). Include comments on as many of the DPI standards as are applicable to your school placement.
- **Complete all portfolio submissions to D2L by May 1 in preparation for applying for your DPI license under PI 34.** See DPI Portfolio Guidelines and Final Review on **D2L, Content, DPI Portfolio.** **Most items required for completion of your portfolio this semester will be submitted and reviewed through D2L and it won't be necessary for you to bring your binder in for review.** **However, you are responsible for printing and including all required items in your binder.**

Your participation in the IEP process and materials/organization systems you use to guide your work in your school placement will be reviewed during the university supervisor's observation visit. Final DPI Portfolio Review criteria are posted on D2L.

- Your clinical evaluation, completed and signed by your school supervisor with your DPI Self Evaluation Tool attached, signed clock hour report and school KASA form (and BIES Competencies evaluation if applicable) should be returned to Mrs. Erdman **by May 4**. The university supervisor report will be completed during final exam week and emailed to you. You will also receive notes via email following the university supervisor's observation. **Please be sure to keep a copy of your school supervisor's clinical evaluation and your clock hour report.** The DPI portfolio is NOT submitted to the DPI or the MU College of Education along with your DPI license application.
- Your supervisor will also submit a feedback form during the semester in addition to the mid-term and final clinical evaluations, the KASA and BIES competencies (if applicable) checklists. These forms are available on D2L, **Content, Evaluation Documents**

PLEASE NOTE: The above requirements are for your DPI Portfolio. The DPI Portfolio is part of the set of requirements for a DPI license in speech-language pathology. It is in your best interests to meet DPI requirements now, regardless of your employment goal post graduation. The course instructor will make every effort to give feedback as you submit these requirements; however, these are not assignments that can be "right" or "wrong" and feedback will be limited. If more detailed instructor comment on your submissions is desired, please email Mrs. Erdman with that request.

You are always welcome to call, email or come in person to discuss any aspect of your placement, relationship with your supervisor, obtaining references or school based job hunting. Appointments can be scheduled by email or by phone call and walk-ins are welcome when I'm in my office. Information about school focused resumes and references are posted on D2L. MU Career Services is an excellent resource to assist you with creating a resume, interviewing and finding employment that