

SYLLABUS SPPA 6968 - Practicum in Speech Pathology: Medical Setting
Director of Clinical Services: Jacqueline Podewils M.S., CCC- SLP

Contact: Via appointment: Sign up on calendar posted near office, Room 223E

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Prerequisites

Graduate course-- regular degree status required. At least two semesters of practicum in-house. Experience with adult neurogenic clients.

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 Skills 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 supervisor/s when they observe therapy sessions. The student should reflect upon the feedback and use the constructive feedback for clinical growth (eg. applying suggestions/strategies in subsequent sessions). Additionally, students will be evaluated at midterm using the **Marquette University Speech-Language Pathology Program Clinical Evaluation** form. This form has been provided to your affiliation supervisor. The form will be completed by the supervisor in reference to student performance in the medical affiliation 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.

KASA Clinical summary form: Your supervisor will receive a blank KASA skills summary form which he/she will complete at the end of the affiliation in order to identify the clinical competencies targeted/met through this experience. This form should be returned to the University Clinic Coordinator so that it can be merged with the cumulative clinical KASA form on record.

Affiliation Assessment: Near the end of the semester I will email a Medical Affiliation assessment form to you. This form should be completed and emailed back to me to apprise me of your assessment of the medical affiliation site, supervisor, patient variety, etc.

Students are responsible for notifying their immediate affiliation site Supervisor as well as Mrs. Podewils if they are unable to attend a scheduled affiliation day/days. This should only apply to illness or emergency. In the case where a University holiday/break falls on a scheduled practicum date, the student is not permitted to observe the time off (eg. If the University observes the Martin Luther King holiday but the medical practicum supervisor is scheduled to work, the student is expected to be at their affiliation site that day. As another example, during the spring semester, when the University has spring break, the student is not granted that time off. Overall, the student is to keep the agreed upon schedule of the supervisor at the medical site.

