## INTRODUCTION TO CLINICAL PRACTICUM: OBSERVATION 3790

<table>
<thead>
<tr>
<th><strong>Semester Hours</strong></th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Semester/Year</strong></td>
<td>Spring 2010</td>
</tr>
<tr>
<td><strong>Time/Location</strong></td>
<td>11:00 – 12:15 Education Center 3</td>
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<tr>
<td><strong>Instructor</strong></td>
<td>Jill Barton, M.S.,CCC-SLP</td>
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<tr>
<td><strong>Office Location</strong></td>
<td>Education Center 130-D</td>
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<tr>
<td><strong>Office Hours</strong></td>
<td>Monday &amp; Wednesday 2pm – 5pm, Tuesday &amp; Thursday by Appointment</td>
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<tr>
<td><strong>Online Hours</strong></td>
<td>NA</td>
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</table>
| **Telephone**      | Direct Line: 678-839-6163  
                        Department Line: 678-839-6567 |
| **Email**          | jbarton@westga.edu |
| **Fax**            | 678-839-6162 |
| **Online Support** | CourseDen Home Page  
                        [https://westga.view.usg.edu/]  
                        CourseDen Help & Troubleshooting  
                        [http://www.westga.edu/~distance/webct1/help]  
                        UWG Distance Learning  
                        [http://distance.westga.edu/]  
                        UWG On-Line Connection  
                        [http://www.westga.edu/~online/]  
                        Distance Learning Library Services  
                        [http://westga.edu/~library/depts/offcampus/]  
                        Ingram Library Services  
                        [http://westga.edu/~library/info/library.shtml]  
                        University Bookstore  
                        [http://www.bookstore.westga.edu/] |
COURSE DESCRIPTION
Prerequisites: Admission to Teacher Education; SLPA 3701; SLPA 3702; SLPA 3703. This course provides a supervised clinical experience in which the student clinician observes and interacts with individuals having various speech, language, or hearing impairments under the supervision of a speech-language pathologist. This course is required as the initial field experience in speech-language pathology for SLP majors and is designed to introduce students to therapy and assessment procedures.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards for the American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
Pedagogical methods utilized for this course include (but are not limited to) the following: Socratic Questioning, small and large group discussion, case studies, interactive technology, critique and analysis of data, and student lead presentations.

COURSE OBJECTIVES
Students will:
1. Select appropriate assessment materials and procedures for assessing communication disorders (Hedge, 2005);
   (ASHA KASA Standard IV-G; Decision Makers, Knowledgeable; INTASC 1, 2, 8)

2. Appraise the effectiveness of treatment using informal and formal assessment procedures (Meyer, 1998);
   (ASHA KASA Standards III, IV-G; Adaptive, Culturally Sensitive, Knowledgeable; INTASC 1, 3, 7, 8)

3. Explain results of assessment to the client or parent (Meyer, 1998);
   (ASHA KASA Standard IV-G; Empathetic; Knowledgeable; INTASC 1, 9)
4. Summarize results of assessment and make suggestions for treatment in typed reports (Meyer, 1998);
   \textit{(ASHA KASA Standards III, IV-G; Decision Makers; Knowledgeable, Lifelong
   Learners, Culturally Sensitive; INTASC 1, 9)}

5. Demonstrate knowledge of multi-cultural issues when selecting and administering
tests (Hedge, 2005);
   \textit{(ASHA KASA Standards III-B, III-C; Decision Makers, Culturally Sensitive,
   Knowledgeable; INTASC 3, 5)}

   \textit{(ASHA KASA Standards III-B, III-C; Lifelong Learners, Culturally Sensitive,
   Knowledgeable; INTASC 1, 2, 3, 6, 7)}

\section*{TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES}

\textbf{Required Text(s)}

Disorders}. Baltimore, D: Paul H. Brooks Publishing

\textbf{Suggested Text(s)} \textit{N/A}

\textbf{Instructional Resources}

\textit{UWG Georgia student handbook.} (2008)

\textbf{References}


\section*{ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING}

\textbf{Assignments:}
Each student will:

1. Complete a minimum of \textbf{25 hours of direct observation} of speech-language
   pathologists and/or student clinicians engaged in assessment and/or therapy. Each student
   will write a series observation reports based on live therapy sessions. \textbf{Failure to gain the
   required 25 observation hours and failure to submit required observation reports
   will result in a failing “F” grade regardless of other assignment completed. Learning Outcome 6.}

2. Write \textbf{behavioral objects} for a fictitious speech-language therapy client.
   \textit{Learning Outcome 6}. 
3. Conduct an **ASHA website search** of an approved topic related to the profession **Learning Outcome 1**.

4. **Collect data** on the performance of client in a therapy sessions. **Learning Outcome 3**.

5. Demonstrate basic **report writing** skills through written evaluation and progress reports. **Learning Outcome 6**.

6. **Write a brief essay** about his/her interest in speech-language pathology **Learning Outcomes 2 - 4**.

7. Prepare a **narrative reflection** summarizing the observation experience. **Learning Outcome 6**.

8. Research published diagnostic and **therapy materials**, internet resources, and community resources for a specified speech -language disorder and explore the TMC, UWG Clinic, and ASHA website to locate specified information **Learning Outcomes 1, 5**.

9. Write a summary statement regarding the impact of **clinical policy** on daily interactions and activities in the clinic. **Learning Outcome 6**.

10. Explain the major concepts discussed in the ASHA **Code of Ethics**. **Learning Outcome 6**.

11. **Write and critique SOAP notes** for at least one clinical session. **Learning Outcome 6**.

**Evaluation Procedures:**

Students will be evaluated on a total point system.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
<th>POINTS Earned</th>
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<tbody>
<tr>
<td>SLP Essay</td>
<td>25</td>
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<tr>
<td>Clinic Paper Work:</td>
<td>100</td>
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<tr>
<td>Behavioral Objectives</td>
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<td>Data Collection</td>
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<td>SOAP Notes</td>
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<tr>
<td>Report Writing</td>
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<tr>
<td>Materials Search</td>
<td>25</td>
<td></td>
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<tr>
<td>ASHA Search</td>
<td>25</td>
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<tr>
<td>Code of Ethics</td>
<td>25</td>
<td></td>
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<tr>
<td>Clinical Policy</td>
<td>25</td>
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<tr>
<td>Observation reflection</td>
<td>50</td>
<td></td>
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<tr>
<td>Observation Reports</td>
<td>125</td>
<td></td>
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<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>700</td>
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Grading Policy:

A = 92- 100%, B = 80 – 91.9%, C = 72 – 79.9%, and F = Below 72%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Attendance: Attendance is required to receive full benefit of course content and is considered part of class participation. Attendance is expected at each class meeting and will be recorded. It is the student’s responsibility to sign the attendance sheet at each class meeting. Absences must be approved in advance or appropriate documentation of excused absence provided. Students are responsible for obtaining any missed course content or assignments due to excused or unexcused absences. Two or more unexcused absences may result in a one letter-grade reduction. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Not Offered

Missed Exams: You are expected to attend and participate in class. If you must miss an exam due to illness or emergency, you must contact the instructor beforehand in order to obtain an excused absence for that exam. Unexcused absences for an examination will be graded as a “0.” No make-ups will be given for exams or quizzes without prior permission by the instructor. No extra time for exams will be given for students arriving late to class.
Notes and PowerPoint Handouts:
Students are responsible for taking their own notes. PowerPoint notes are not a right. PowerPoint handouts will be distributed at the professor’s discretion.

Course Content:
Students are responsible for content from ALL assigned course readings and class lectures whether discussed in class or not. Exam and quiz questions may be taken from ALL assigned material. You may record class lectures.

Professional Conduct:
• All cell phones and pagers must be turned off during class time. Any students that are observed texting will be asked to leave class.
• Students should refrain from chatting, whispering or other distracting behavior during class. Any students participating in any of these observed activities will be asked to leave class.
• Laptop computers are permissible for note-taking only. Any students observed on the internet or completing work not related to course content will be asked to leave class.
• Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

• If you do not understand material in the text or lecture, please ask questions. I will be happy to answer questions in class, by CourseDen, or by appointment. If you have a class-related question, please email me via CourseDen. Questions will be responded to via CourseDen. Responses may be sent to the class list to provide all students with relevant information.

Late Work: You are expected to turn in work when it is due. Any period after the due date and time is considered late. Any late submissions will be deducted up to 10% of the grade for each additional day the assignment is late. This means that, if for example, an assignment is due at 12:00 noon and you turn it in at 8am the next morning—your grade may be lowered by 10%. Whether the full 10% is deducted is up to the discretion of the professor. For example, a pattern of late work will be subject to the full penalty rather than a one-time instance. Similarly, turning in an assignment 30 minutes late on one occasion may not receive the full penalty were as chronically late, same-day submissions will be subject to the full penalty.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. All official course correspondence will be via university email including CourseDen class email.
# CLASS OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
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<tbody>
<tr>
<td>1: 1/10/10</td>
<td>Class Overview</td>
<td>Read Chapters: 1, 2, 9, 11</td>
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<tr>
<td>3:</td>
<td>Public Policy, Cultural diversity</td>
<td>ASHA search</td>
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</tbody>
</table>
| 4: | Review & Exam 1  
*Group 1 Begin Observations* | Review & Study questions, Code of ethics; Exam 1 |
| 5: | Assessment: principles | Read Chapters 3 & 4 |
| 6: | Assessment: speech mechanism | Group presentation  
materials search due |
| 7: | Communication Sampling | Read Chapter 5  
Observations & reports due: group 1 |
| 8: | Review & Exam 2  
*Group2 Begin Observations* | Review & Study questions  
Exam 2 |
| 9: | Communication Interventions | Chapter 6 |
| 10: | | Clinic paperwork notebook |
| 11: | **SPRING BREAK** | |
| 12: | Decision Making | Read Chapter 7  
Observations & reports due: group 2 |
| 13: | Counseling  
*Group 3 Begin Observations* | Read Chapter 8 |
| 14: | Service Delivery | Read Chapter 10, Clinical Policy |
| 15: | Family-centered practice | Read Chapter 13 |
| 16: | | **28th: Exam 3**  
Observations & reports due: group 3 |

*Dates are approximate. Professor reserves the right to change assignment dates and topics without notice (as pedagogically necessary)*