Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology  
College: College of Education

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix SLPA Course 6790</th>
<th>Title Advanced Clinical Practicum: SLP I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Credit</td>
</tr>
<tr>
<td>✓ Course</td>
<td>✓ Undergraduate</td>
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<tr>
<td></td>
<td>✓ Graduate</td>
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<tr>
<td>✓ Modify</td>
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<td>✓ Credit</td>
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<td>✓ Number</td>
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<td>✓ Title</td>
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<tr>
<td>✓ Description</td>
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<tr>
<td>✓ Other Prerequisite</td>
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<tr>
<td></td>
<td>✓ Other*</td>
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<td>*Variable credit must be explained</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✓ Library resources are adequate

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix SLPA 6790</th>
<th>Title Advanced Clinical Practicum: Speech-Language Pathology I</th>
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</thead>
<tbody>
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</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders. Assignments of clients will be dependent upon student's prior academic and clinical experiences, and verified by the clinician director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 1-3 clients with mild speech/language disorders seen in individual sessions twice weekly.

Prerequisite(s) Admission to Teacher Education; advisor permission, SLPA 6761.

Present or Projected Enrollment: (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:  
☐ Letter Grade  
☐ Pass/Fail  
☐ Other

Effective Date*: Fall / 2008

Approval:

Department Chair  
Date: 1/6/08

Dean of College  
Date: 1/7/2008

Chair of TEAC (if teacher prep. program)  
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  
Date

Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
Rationale for Course Change

SLPA 6790

October 11, 2007

All courses in the Speech-Language Pathology (SLPA) program were modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) accreditation requirements. For purposes of the ASHA application process, all courses contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). In order to align with the newly approved ASHA program, this course is being changed in the following manner:

- Credit hours will be reduced to reflect appropriate credit for clinical experience.
- The course description will be changed to more appropriately reflect the experiences of a student in the first speech-language pathology clinic course.
- The prerequisites will be changed to more accurately reflect the prerequisites needed for success in this clinical course.

Old Description (2006-07 Catalog):

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791

This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders; assignments of clients will be dependent upon student’s prior academic, and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 4-5 clients with mild speech/language disorders seen in individual sessions twice weekly.

New Description (Proposed):

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 6761

This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders. Assignments of clients will be dependent upon student’s prior academic and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 1-3 clients with mild speech/language disorders seen in individual sessions twice weekly.
SLPA 6790

ADVANCED CLINICAL PRACTICUM: SPEECH-LANGUAGE PATHOLOGY I

Semester Hours: 1

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax: 678-839-6162

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 6761

This course provides direct clinical experience in which the graduate clinician practices under the supervision of CCC-SLP/A clinicians with individuals exhibiting a diverse range of mild communication disorders. Assignments of clients will be dependent upon student’s prior academic and clinical experiences, and verified by the clinic director. This experience is accumulated in a variety of on- and off-site clinical settings. The acquisition and management of information on etiology, characteristics, assessment, prevention, and intervention is emphasized for approximately 1-3 clients with mild speech/language disorders seen in individual sessions twice weekly.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also are noted and discussed in more detail below.

This course is unique in that it reflects the clinical incorporation and application of content often received in the didactic coursework program. As such, it is understood that all the learning outcomes are not isolated to the specific SLPA 6790 class, textbook and references, but to the textbooks, lectures and activities of the entire SLPA didactic course program. In a sense, clinical practicum is the ultimate demonstration of knowledge and skills learned in both didactic and clinical settings and therefore should reflect the vast majority of the descriptors, standards, conceptual frameworks, and propositions.

Students will:

1. explain the basic sciences, anatomy, physiology, speech/hearing science, and the nature of communication disorders across a wide spectrum of disorders and diverse populations for limited clinical practicum including etiology, characteristics, prevention, assessment, and intervention for the client with mild disorders (Hedge & Davis, 2005) (Lifelong Learners, Adaptive, Culturally Sensitive; Empathetic, Knowledgeable, Reflective; NBPTS* 1, 2, 3; ASHA KASA Standards III-A, B, C, D);

2. select, administer, adapt, and interpret appropriate case history and assessment materials/procedures based on client’s presenting profile including relevant etiology and
characteristics of the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Department of Special Education and Speech-Language Pathology, 2002) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3; ASHA KASA Standards III-D; IV-G);

3. formulate and document treatment plans for the client with mild disorders based on the results of client's evaluation and diagnosis (Hedge & Davis, 2005) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3; ASHA KASA Standard IV-G);

4. select, administer, and adapt appropriate intervention materials, procedures, techniques, and goals for remediating communication disorders of the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Department of Special Education and Speech-Language Pathology, 2002); (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3; ASHA KASA Standard IV-G)

5. document the effectiveness of treatment using ongoing informal and formal assessment procedures for the client with mild disorders (Hedge & Davis, 2005) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3; ASHA KASA Standards IV-G);

6. document results of therapy in a professional report and make referrals and suggestions for continued treatment in typed professional reports for the client with mild disorders (Hedge & Davis, 2005; University of West Georgia, Distance Education, 2002) (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3; ASHA Standards IV-G.1.e-g, IV-G); and

7. demonstrate knowledge of multi-cultural issues when selecting and administering therapy programs and communicating with client or family of the client with mild disorders (Hedge & Davis, 2005) (Lifelong Learner, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 1; ASHA KASA Standard IV-G).

NBPTS* refers to standards of the National Board for Professional Teaching Standards, a set of standards adopted for graduate education programs in the College of Education; information on the Five Core Propositions is available from: http://www.nbpts.org/about/coreprops.cfm

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES
Proposed
SLPA 6790
4

Required Text:


References:

University of West Georgia, Department of Distance Education. (2002). *Distance education student success guide*. Carrollton, GA: Author

Handouts: Clinical, procedural, policy, and ethical standards information will be provided in the form of handouts from various professional references and organizations including ASHA, the PSC, UWG COE, and the Department of Special Education and Speech-Language Pathology, Speech-Language Pathology program.

**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework**
The focus of this course is the clinical application of virtually all of the coursework and practicum the students have completed to date. The student is expected to translate the knowledge gained in earlier practicum and didactic coursework into generally autonomous diagnosis and management of the total spectrum of speech-language-hearing disorders. This results in the application and exhibition of all conceptual framework descriptors. At the completion of this course, the student will have demonstrated the ability to be *Decision Makers*: accepting the responsibility for making the correct decisions in the diagnosis and management of communicative disorders (*Assignments 1, 2, 3, 4, 5, 6, 7*), *Leaders*: accepting the role of the subject matter expert in leading the patient and family through the diagnostic and therapeutic experience (*Assignments 1, 2, 3, 4, 5, 6, 7, 9*), *Lifelong Learners*: monitoring and implementing current best practices (*Assignments 1, 2, 4, 7*), *Adaptive*: modifying activities in response to changes in communicative behavior or environment (*Assignments 1, 4, 5, 6, 7*), *Collaborative*: working with colleagues in the diagnosis and management of communicative disorders (*Assignments 1, 2, 4, 7*), *Culturally Sensitive*: adapting instruments, methods and practices to meet the needs if diverse populations (*Assignments 1, 2, 3, 4, 5, 6, 7, 9*), *Empathetic*: demonstrating sensitivity to the needs of patients and their families (*Assignments 1, 2, 3, 4, 5, 6, 7*), *Knowledgeable*: applying the didactic content and clinical training in the diagnosis and management of communicative disorders (*Assignments 1-9*), *Proactive*: quickly implementing new methods and procedures (*Assignments 1, 3, 5, 7*), *Reflective*: engaging in ongoing review of instruments, methods and procedures to ensure maximum effectiveness (*Assignments 1, 3, 4, 5, 6*).

Activities and Assessments:
1. **Professional Conduct and Demeanor:** Each student will exhibit behavior consistent with ASHA, PSC, UWG, COE and Clinical Handbook guidelines. (Learning Outcome 7; evaluation survey)

2. **Initial Staffings:** Each student will participate in an initial case staffing regarding each client seen. (Learning Outcomes 2, 3, 4, 7; evaluation survey)

3. **Assessment:** Each student will conduct an abbreviated evaluation of children and adults on the caseload and prepare professional reports to detail findings. Format to be given under separate cover. Knowledge of and adherence to Due Process is expected. (Learning Outcomes 1, 2, 7; evaluation survey)

4. **Regular Staffings:** The student will participate in staffings with the Cooperating SLP regarding all clients in the caseload. (Learning Outcomes 2, 3, 4, 7; evaluation survey)

5. **Lesson Plans:** The student will prepare weekly lesson plans on each client in the caseload according to guidelines established by the Cooperating SLP and University Supervisor. (Learning Outcomes 3, 5; evaluation survey, lesson plans)

6. **Intervention:** The student will demonstrate knowledge and skill related to appropriate intervention strategies. (Learning Outcomes 1-7; evaluation survey)

7. **Case Load Management:** Each student will perform all professional tasks associated with serving the assigned caseload of speech-language clients. At a minimum, each student should participate in supervised diagnostics for evaluation and assessment interpretations; caseload selection and scheduling; collaboration with classroom teachers and other school personnel; intervention techniques; data collection; summary and due process conferences; and parent contact for 1-3 mildly disordered clients. (Learning Outcomes 1-9; evaluation survey)

8. **WebCT-Vista Component:** WebCT-Vista distance learning may be utilized as a teaching media to convey and discuss clinical information and management. The student will be expected to become proficient in the use of WebCT and will utilize the WebCT application during discussions and presentations. (Learning Outcomes 2, 7; rubric)

9. **Seminar Component:** This component will utilize the expertise of subject matter experts from within and without the UWG community. It will focus on a wide spectrum of clinical practice topics that enhance the clinical practicum experience. Examples of potential topics include but are not limited to: record keeping policies, new diagnostic instruments/procedures, specific therapeutic procedures, new clinical technologies, new research findings, and the like.
(Learning Outcomes 1-7; presentation)

Evaluation Procedures:

A review of the student's performances for the above assignments will include:

1. Cooperating SLP's response to an evaluation survey.
2. A conference between the Cooperating SLP and the University Supervisor.
3. Observations and/or reviews of videotaped assessment and therapy sessions by the University Supervisor.

Grading Policy:

Students will be evaluated by the University Supervisor in cooperation with the Supervising SLP. Grades of "S" (Satisfactory) or "U" (Unsatisfactory) will be provided, based on evaluation of all assignments.

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class.

CLASS POLICIES

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Two or more unexcused absences will result in a one letter-grade reduction.

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), Section 504 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act we will make every accommodation possible to support students with disabilities, which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Students should realize
that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

Tentative Course Schedule Outline

**This outline provides a guide for the sequence of topics in this course. Deviations may be necessary.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Texts/Chapters</th>
<th>Class Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus Review Clinic Orientation</td>
<td>In-class: KWL Chart Discussion Ticket out the door</td>
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<tr>
<td>2</td>
<td>Client Assignments</td>
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<tr>
<td>3</td>
<td>Session Plans</td>
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<td>4</td>
<td>SOAP Notes</td>
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<tr>
<td>5</td>
<td>Therapy Plans</td>
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<tr>
<td>6</td>
<td>Semester Progress Reports</td>
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<tr>
<td>7</td>
<td>Clinical Clock Hour Review</td>
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<tr>
<td>8</td>
<td>Behavior Objectives</td>
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<tr>
<td>9</td>
<td>Child Change Project</td>
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<tr>
<td>10</td>
<td>Technology Lesson Plans</td>
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<tr>
<td>11</td>
<td>Literacy Unit</td>
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<tr>
<td>12</td>
<td>Client Roundtables</td>
<td>Child Change Project</td>
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<tr>
<td>13</td>
<td>Diagnostic Team</td>
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<tr>
<td>14</td>
<td>Diagnostic Team</td>
<td>Technology Lesson Plan</td>
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<tr>
<td>15</td>
<td>Case Presentations</td>
<td></td>
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<tr>
<td>16</td>
<td>Case Presentations</td>
<td>In-class: KWL Chart Ticket out the door</td>
<td>Literacy Unit</td>
<td></td>
</tr>
</tbody>
</table>

ACADEMIC HONESTY

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 the ideas of 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 *Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*. 