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)

Prefix: SLPA  Course: 6794  Title: Externship in Speech-Language Pathology  Hours: Lecture/Lab/Total

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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  ☐ Library resources need enhancement

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

Prefix: SLPA  Course: 6794  Title: Medical Externship in Speech-Language Pathology  Hours: Lecture/Lab/Total

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):

Prerequisite(s) Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793.

Present or Projected Enrollment: (Students per year)  Effective Date*: Fall 2008

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

Approval:

[Signature]

[Date]

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

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 6794

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:

- The title will be changed to specify type of externship experience.
- The prerequisites will be changed to more accurately reflect the prerequisites needed for success in this clinical course.

Old Description (2006-07 Catalog):

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 4790; SLPA 4791; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793

New Description (Proposed):

Prerequisite: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793
SLPA 6794

MEDICAL EXTERNSHIP IN SPEECH-LANGUAGE PATHOLOGY

Semester Hours: 6

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission; SLPA 6761; SLPA 6790; SLPA 6791; SLPA 6792; SLPA 6793

This course provides supervised clinical experience in speech/language therapy for the speech pathology student and satisfies medical/clinical extended placement requirements. Speech-language assessment, intervention, and case management are emphasized.

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). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers 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). Due to 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 Principles are also noted and discussed in more detail below.

Students will:

1. demonstrate professional standards of the receiving agency (hospital/private practice, etc.) for punctuality, dress, and other codes of conduct for all aspects of the externship placement (Lubinski, Golper, & Frattali, 2003) (ASHA KASA Standards III-D, IV-G; Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; NBPTS* 4);

2. discriminate between the medical standards for client classifications, billing, and reporting options for communication disorders clients (Lubinski et al., 2003) (ASHA KASA Standard IV-G; Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3, 4);

3. demonstrate assessment and intervention skills for medically-based clients using appropriate procedures for the nature and severity level of the client (Arvedson & Brodsky, 2001; Boone, McFarlane, & Von Berg, 2005; Beukelman & Mirenda, 2005; Dikeman & Riquelme, 2002; Duffy, 2005; Freed, 2000; Golding-Kushner, 2001; Logemann, 1998; Love, 2000) (ASHA KASA Standards III-D, IV-G; Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Proactive, Reflective, NBPTS 4, 5);

4. explain results of treatment to the client, parent, and related professionals (Boles, 2003; Luterman, 2001)
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(ASHA KASA Standard IV-G; Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive, Reflective; NBPTS 2, 3, 4); and

5. summarize results of assessment and treatment in appropriate reports (Arvedson & Brodsky, 2001; Boone et al., 2005; Dikeman & Riquelme, 2002; Duffy, 2005; Freed, 2000; Golding-Kushner, 2001; Logemann, 1998; Love, 2000)
(ASHA KASA Standard IV-G; Lifelong Learners, Adaptive, Empathetic, Proactive, Reflective; NBPTS 3).

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, READING, AND INSTRUCTIONAL RESOURCES

Required Texts: N/A

Recommended Readings:
Selected ASHA Practice Policy Documents www.asha.org
Reading materials may also be placed on reserve at the TMC.

References:

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of this course is on acquisition of knowledge and skills basic to practice in speech and language pathology in the public school setting. The Conceptual Framework descriptors are incorporated as follows: Decision Makers; reflected during caseload intervention, planning, conferencing, meetings, etc. (Assignments 1-3), Leaders; reflected in the students’ leadership roles in IEP meetings, planning, caseload intervention, etc. (Assignment 2), Lifelong Learners; students participate in professional development activities in the school setting and complete assignments as assigned by supervising SLP and university supervisor (Assignment 2), Adaptive; reflected in planning and revision of plans to promote effective caseload intervention (Assignments 1, 3), Collaborative; students participate in daily collaborative activities involving interdisciplinary, parental, and any other deemed necessary for effective caseload intervention (Assignments 1-3), Culturally Sensitive; reflected in caseload intervention with culturally diverse population and required self-study to maximize effective intervention (Assignments 1-3), Empathetic; students participate in IEP meetings and are required to understand feelings and needs of those attending meetings (Assignment 3), Knowledgeable; reflected in all class assignments and activities (Assignments 1-3), Proactive; reflected in planning, conferencing, and caseload intervention (Assignments 1-3), Reflective; students participate in weekly conferences with supervising SLP requiring reflection on caseload intervention, etc. (Assignment 2).

Activities and Assessments:

1. **Initial Conferences.** Each student will participate in initial conferences regarding each client seen in therapy. Primary forms of initial conferences will be to ascertain relevant present levels of performances for clients as determined by existing therapy management notes, and reports. (Learning Outcomes 1-2)

2. **Case Load Intervention.** 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 of 6-8 clients, caseload selection, and scheduling of these students; collaborative efforts with case management conferences; and parent contacts for entire caseload. (Specifications regarding each minimum requirement will be distributed under separate cover.) **Entire caseload will include a minimum of 15 clients for this clinical experience. Clients will range across all disorder severity levels (mild, moderate, severe, profound), and across all disorder types (articulation/phonology, language, aphasia, cleft palate/craniofacial,
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fluency, voice, etc.) Students are expected to be on-site a minimum of 4 hours daily for this externship experience.
(Learning Outcomes 2-5)

3. Students will meet all time lines as specified by the cooperating SLP and/or university supervisor.
   (Learning Outcomes 1-5)

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.

A midterm and final evaluation will be completed using the University approved form. The university supervisor, supervising speech-language pathologist, and student intern will participate in the completion of the rubric. Students are responsible for adhering to all timelines and policies discussed in the mandatory Student Teacher Orientation meeting, which was held prior to the beginning of the internship experience.

Grade Distribution

S = Satisfactory completion of all assignments
U = Unsatisfactory completion 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

Please note:
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), 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 make arrangements
for the appropriate adaptation or accommodation at the beginning of the semester.

1. Participation. Each student is expected to read assigned materials.
2. Students are required to conduct themselves according to professional standards as
discussed in class when conducting on-site observations.
3. Written work done outside of class or for quizzes must be reasonably correct in mechanics
(e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate written
work.
4. All typed assignments completed outside of class must be double-spaced, using Times,
Times New Roman, or Arial font, unless other specified by the instructor. All font sizes for
typed assignments must be size .12. Any font size less than .12 will be returned for re-
typing to required font size.
5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person
more than the disability (i.e., a child with mental retardation, NOT a mentally retarded
child).
6. Student work will be returned as promptly as possible, but if you are absent when the work
is handed back, you must pick up your work at the instructor’s office.
7. Students who miss class (or any portion of class) are responsible for the content. Any
student who misses a class has the responsibility for obtaining copies of notes, handouts,
assignments, etc. from class members who were present. If additional assistance is still
necessary, an appointment should be scheduled with the instructor. Class time is not to be
used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a
book, the Internet, or material developed by another student) will be considered plagiarism
and grounds for no credit on the assignment unless properly credited. Students are
encouraged to use a variety of resources in obtaining ideas and illustrations that will help
complete assignments. See the APA Guide for the correct method to cite other authors’
work.
9. Work submitted late will receive a 10-point reduction from the earned grade.
10. 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. One
component of the Meeting Simulation assignment will need to be submitted via e-mail, as
will at least some of the Reading assignments. In addition, students should realize that
formal communications from UWG will be sent through campus e-mail (myUWG); this e-
mail needs to be checked regularly.
CLASS OUTLINE:

To be distributed under separate cover.

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 The Student Handbook, Undergraduate Catalog, and Graduate Catalog.