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SLP 571.00: Foundations of Applied Clinical Practica

Leah J. Meloy

University of Montana, Missoula, leah.meloy@umontana.edu

Amanda J. Jackson

University of Montana, Missoula, amanda.jackson@umontana.edu

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SLP 571, 576, 675: Clinical Practica

Fall, Spring, Summer | Varied credit
SLP 571 - Foundational Applied Clinic in Service Learning
SLP 576 - Advanced Applied Clinic II
SLP675 - Clinical Externship/ Advanced Practicum

Instructors

Various

Leah Meloy, Clinic Director
Email: leah.meloy@mso.umt.edu
Phone: 243-4995 | Office: 019 Curry
Appointments: By arrangement

Amanda Jackson, Clinical Externship Coordinator
Email: amanda.jackson@mso.umt.edu
Phone: 243-2377 | Office: 018B Curry
Appointments: By arrangement

Course Catalogue Description

SLP 571 - Foundational Applied Clinic in Service Learning. 1-3 Credits.

(R-9) Offered autumn, spring, and summer; on campus only. Prereq., SLP graduate program standing or permission of Director of Clinical Education. Foundational Application of professional skills in the UM DeWit RiteCare Clinic. Assignment of cases and area of specialization will vary with clinical educator assignment. Level: Graduate

SLP 576 - Advanced Applied Clinic II. 1-9 Credits.

(R-18) Offered autumn, spring, summer. Prereq., [SLP 570.](#), coreq. [SLP 575.](#) Advanced application of professional skills in the UM RiteCare Clinic or off-campus. Assignment of cases and area of specialization will vary with the clients needs and availability. Out of state placement by approval of clinical director. Level: Graduate.

SLP 675 - Clinical Externship/ Advanced Practicum. 1-12 Credits.

(R-12) Offered every term. Prereq., permissions of Clinic Extern Coordinator and completion of [SLP 570](#), [SLP 575](#) coursework and clinical practicum [SLP 571](#) and [SLP 576](#) with a total of 200 clinical clock hours or more. The course is an externship completed during a student's final semester of graduate school requiring 30-40 hours a week participation. Out of state placements approved by the clinical externship coordinator. Level: Graduate

Course Format

These courses are applied experience in the field of speech-language pathology. They are designed to build clinical skills as you complete your ongoing clinical practicum experience by applying the knowledge you have gained during academic coursework while meeting ASHA-certification standards in skill. This experience not only involves direct services, it provides opportunity to practice administrative, screening, prevention, and other tasks associated with the profession.

You will learn about each of your clinical educators through the clinical practicum agreement that you develop. You will develop an understanding of the expectations, clientele, commitment, and other information that will build a solid experience.

Please note that SLP571 includes a mandatory “Audiology Experience” to meet hearing screening competencies listed below. There is a [syllabus supplement for this experience that can be found here](#). Campus students complete their Audiology Experience in the context of SLP 571 during their first spring and distance students during SLP 571 during their first summer.

SLP 675 will be supplemented with meeting times with the Clinical Externship Coordinator (CEC) and a Moodle shell. Moodle is an online learning platform. The structure and meeting times will be determined by the CEC.

Knowledge and Skills ASHA Standards (CFCC) and Council on Academic Accreditation (CCA)

American Speech, Language, and Hearing Association (ASHA) [2020 Standards](#) and the [Council on Academic Accreditation for Speech-Language Pathology](#) details the accreditation standards for graduate programs. This document is used to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. Due to the importance of the Knowledge and Skill 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.

Learning Outcomes

1. Graduate student clinicians will gain sufficient depth and breadth encompassing the full scope of practice by obtaining a minimum of 400 clinical practice hours, engaging in a variety of opportunities throughout the scope of practice, meeting program goals through evaluation resulting in the ability to apply for state and national credentials.
2. Graduate student clinicians will develop their professional attributes of accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, and collaborative practice as measured through midterm and final reporting of their clinical educator.
3. Graduate student clinicians will develop their ability to recognize typical and atypical human development and etiology, characteristics, anatomical/physiologic characteristics, acoustic characteristics, associated psychological characteristics, developmental nature, linguistic characteristics and cultural characteristics pertaining to articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects, social aspects of communication, and augmentative and alternative communication as judged by their clinical educators.
4. Graduate student clinicians will demonstrate skills in prevention and identification of communication and swallowing disorders and differences as well as prevention as judged by their clinical educators.
5. Graduate student clinicians will develop their skills to evaluate for communication and swallowing disorders and differences in the areas of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects, social aspects of communication, and augmentative and alternative communication as judged by their clinical educators.
6. Graduate student clinicians will develop their ability to minimize the effects of change in the communication and swallowing mechanisms to assist clients to engage in their environment as fully as possible when impacted by articulation, fluency, voice and resonance, receptive and expressive

language, hearing, swallowing, cognitive aspects, social aspects of communication, and augmentative and alternative communication as judged by their clinical educators.

7. Graduate student clinicians will work within their scope of practice by synthesizing the interdependence of speech, language, and hearing, engage in relevant issues and advocacy, actively engage in clinical education process, practicing professionalism, developing interaction and communication skills and self-evaluate their own practical effectiveness as judged by their clinical educators.
8. Graduate student clinicians will recognize and account for issues related to diversity as judged by their clinical educators.
9. Graduate student clinicians will implement and explain evidence based practices to clients, families, and caregivers as judged by their clinical educators.
10. Graduate student clinicians will participate in timely recordkeeping and administrative tasks relevant to billing, coding, and credentialing as judged by their clinical educator.
11. Graduate student clinicians will hold the client's welfare in highest regard by respecting clinical educator choices, implementing evidence based practice, and participate in ethical conduct as judged by the clinical educator.
12. Graduate student clinicians will meet expectations commensurate with their level of experience and clinical setting as judged by the clinical educator.

These objectives address the following ASHA Standards:

Standard IV: Knowledge Outcomes

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.
Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current [ASHA Code of Ethics](#).

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.
Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program

accreditation standards, [ASHA practice policies](#) and guidelines, educational legal requirements or policies, and reimbursement procedures.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

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- b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the [ASHA Scope of Practice in Speech-Language Pathology](#).

Standard V-C

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Standard V-F

Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

ASHA Standards and Remediation

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order to be competent and prepared for a clinical

fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implemented. See formal remediation policy on the [SLHOS website](#).

Required Textbook

None

Course Guidelines and Policies

Please refer to the Clinical Practicum Agreement developed between the student and clinical educator.

Practicum Attendance Policy

Students are expected to participate according to the practicum agreement completed by the student and the clinical educator.

Study Commitments

Students may be asked to complete supplement readings or assignments to support their clinical education experience.

Occupational Health and Safety

Students are provided instruction regarding confidentiality and privacy. Students are provided instruction regarding universal precautions and HIPAA (health insurance portability and accountability act). Students must follow the facility standards with regard to health and healthcare practices. If students have concerns about their safety or well-being or that of their client(s), they are required to disclose to their clinical educator.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism

Plagiarism is further defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be

penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Grades of C+ and Dismissal

Any student that earns two grades of C+ or lower will be dismissed from the graduate program. If a student earns a C+ or lower in a class then a Student Remediation Committee will convene to determine the remediation for the student. (See Remediation section for details and processes.) Any student that earns one grade of C+ or lower in a graduate class must retake the class or take an independent study to demonstrate competencies associated ASHA standards or knowledge and skills. Retaking a course will not result in the replacement of the C+ or lower grade. If a C+ or lower is earned in this subsequent class, the student will be dismissed from the graduate program.

Support Services

Student Resources

[The Writing Center](#) is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information call (406) 243-2266.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. Students should notify the instructor of any necessary modifications at the beginning of the term.

Requesting Accommodations

For accommodations relating specifically to the student's practicum, internship or field placement, the student must meet with their advisor or field placement coordinator and provide the letter. During the meeting, the student and the advisor will discuss and arrange for reasonable accommodations for the placement.

For accommodations relating specifically to program requirements, the student must meet with their advisor and provide the letter. It is highly recommended that all students carefully review the program requirements and standards prior to applying.

In all cases, ODE staff will meet with students, faculty, and staff to discuss reasonable accommodations as questions arise.

Foreign Exchange Students and Scholars

[The office of Foreign Student and Scholar Services](#) (FSSS) is available for general counselling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. For more information, contact fsss@umontana.edu.

Grades

Participation

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others. You are expected to complete all reading assignments, written work, group assignments, and examinations, independently.

Grading Criteria

Online forums may be used during this course. Participation will be graded using the following rubric:

0 points	Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion.
2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.

Grading

Grading will be conducted through midterm and final evaluation in each clinical practicum site. Each clinical educator will use his/her/their professional experience and judgment to assess student learning. Each student will have a unique sequence of experiences that will be assessed accordingly.

The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower

Calendar

Please see the following table for an overview of course topics.

Timeline	Expectations/Tasks
Initiation of clinical education experience	<ul style="list-style-type: none"> • Meet with clinical educator • Complete Clinical Practicum Agreement
First half of semester	<ul style="list-style-type: none"> • This may begin with observation or co-treatment. As your skills develop, the clinical educator will determine your level of independence.
Midterm	<ul style="list-style-type: none"> • Complete midterm evaluation (Calipso) • Identify your areas of strength and your areas to grow as a clinician
Second half of semester	<ul style="list-style-type: none"> • By this time, you <u>may</u> be fairly independent as a clinician. You continue to meet the expectations outlined in the Clinical Practicum Agreement
Final	<ul style="list-style-type: none"> • Complete the final evaluation (Calipso) • DeWit RiteCare Clinicians complete the Professionalism Rubric with their clinical educator • Identify your areas of strength and your areas to grow as a clinician • Off-site clinical educators may do the Professionalism Rubric (Calipso) as an option or at the request of Clinical Educator or Externship Coordinator

Standards IV-F (Research), V-A (Oral and Written Communication) and Standards V-B 3a-3d (Interactions and Personal Qualities) integrated in discussions and online forums/assignments.

Clinical Experience Competencies

During the clinical education experience, students are expected to complete the following clinical experience competencies and document in Calipso:

1. Participate in a multi-disciplinary team meeting (IEP, medical...)
2. Present information in a multi-disciplinary team meeting
3. Observe or co-treat with another professional (not SLP)
4. Participate in screenings, education, counselling, or other prevention activities
5. Participate in specialty intervention team (behaviour, pre-referral, cognition, feeding, 504)
6. Conduct a complete assessment/diagnostic process
7. Participate in an audiology experience

Place of Course in Program

Purpose

The purpose of these courses is to provide students sequential clinical experiences in addition to imparting knowledge and skills consistent with ASHA standards. The students will complete practical experiences as outlined in their individual plans of study. These courses fulfill the clinical course requirement for a major in Communicative Sciences and Disorders.

Conceptual Framework for Learning Community and Diversity

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. These concepts are illustrated through the following activities: a) learning clinical/technical writing that provides applications across communication disorders, b) participating in face-to-face discussions and online forums where students will interact with each other to apply course concepts, c) writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds.