Prerequisites: Prerequisites: Speech, Language, and Hearing Sciences 600A, 600B, 607, 613, 617, and two units of 525.

Course Description: Four hours of supervision. Supervised clinical practice in diagnostic methods with pediatric clients. Maximum credit six units. (Catalog Description)

This diagnostic practicum is designed to provide educational clinical diagnostic opportunities for clinicians in their initial stages of training. It is designed to provide students with an overview of experiences common to the pediatric population based on available developmental and clinical research across a range of communication abilities such as receptive language, expressive language, phonemic/literacy skills, social pragmatic interactions, articulation, voice, and fluency. Assessment models will incorporate the use of modular and synergistic descriptive perspectives including: observations in natural settings; authentic assessment methods (e.g., curriculum based portfolios, ethnographic interviews, checklists, questionnaires, etc.); dynamic assessment methods (e.g., test-teach-retest, mediation hierarchies, test modifications, etc.), formal standardized test administration, and language sampling. All results will be analyzed and interpreted by the students while considering cultural, linguistic, educational, and environmental variables of individual clients. A professionally written report with recommendations will be prepared and given to parents during a conference at which time all results will be verbally discussed by the students.

Outcomes and Competencies:

The course meets the following outcomes and standards:

Student Outcome Assessment Program (SOAP):
Students will demonstrate application of the knowledge and nature of human communication including developmental, linguistic, and cultural bases as well as research theories across typical developing and disordered pediatric populations. 
(SOAP Graduate Outcome: 1A, 1C)

Students will demonstrate competency in ethical clinical speech and language intervention under direct supervision while including the considerations of linguistic and cultural backgrounds of various pediatric populations. 
(SOAP Graduate Outcome: 2A, 2B, 2D, 4B, 5A, 5B, 5C, 5E, 5F, 8A, 8B)

Students will exhibit professional oral and written skills by speaking with parents and school professionals, writing concise clinical summary reports, and describing preventative measures. 
(SOAP Graduate Outcome: 3A, 3B, 3C)

Students will demonstrate respect for individuals from diverse backgrounds, and establish effective relationships with families and school professionals. 
(SOAP Graduate Outcome: 6A, 7A, 7B, 7C, 7D)

Students will develop a portfolio comprised of on-going evaluations of their own clinical performance and experiences, as well as participation in theoretical discussions with the Clinical Faculty and in group staff meetings. 
(SOAP Graduate Outcome: 2B, 2C, 2E, 6B)

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CFCC) 2014 Standards:
Knowledge Outcomes
Standard IV-A The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- augmentative and alternative communication modalities

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.

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.

Clinical Skills and Processes

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, non-standardized 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.

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

**California Commission on Teaching Credentialing (CTC) Standards**

**General Program Standards**
1. Program Design, Rationale and Coordination
2. Professional, Legal and Ethical Practices
3. Educating Diverse Learners
4. Program Standard 4: Effective Communication and Collaborative Partnerships
5. Assessment of Students
6. Using Educational and Assistive Technology
7. Transition and Transitional Planning

**Speech-Language Pathology Standards**
2. Child Development and Speech, Language, and Hearing Acquisition
3. Speech, Language, Hearing, and Swallowing Disorders
4. Assessment of Speech and Language Disorders
5. Management of Speech and Language Disorders
7. Consultation and Collaboration

**Expectations:**
Clinicians are expected to attend every Friday meeting in order to participate in pre and post-staffings to plan, present, and discuss assessment techniques under direct supervision. Clinicians will receive regular written feedback documenting their accomplishments as well as suggestions for future performance. Each clinician will be scheduled for a team diagnostic experience. It is expected that clinicians will meet regularly with the Clinical Educator to obtain additional assistance as needed. Clinicians are expected to come to meetings prepared, having practiced tests and ready for additional guidance.

**Grading:** Grades are based on clinical competencies, report writing skills and professional skills as outlined on the Evaluation of Clinical Competence: Diagnostic/Assessment Experience (located in the “Surviving Clinic” manual). Skills are evaluated over the course of the semester, based on the growth of your skills and keeping in mind that you are basically doing the same thing every week. Grades for clinical practica are based on performance, not effort. Mid-term evaluations and final evaluations are held with each clinician in which current competencies and goals for continued professional development are identified. Final evaluations and grades are based on the “Evaluation of Clinical Competence” for diagnostic practica.

**Clinic III**

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>5.01-5.49</td>
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<tr>
<td>B+</td>
<td>4.7-5.0</td>
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<tr>
<td>B</td>
<td>4.3-4.69</td>
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<td>3.7-4.0</td>
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<td>C</td>
<td>3.3-3.69</td>
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<tr>
<td>F</td>
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**Use of Calipso:** Students will be required to submit hours accrued each week to their supervisors via Calipso (www.calipsoclient.com/sdsu) by 4:00 each Friday. This requirement is part of the professionalism competency for your clinical evaluations. Failure to submit hours by the deadline will impact your grade in clinic. Supervisors will make every attempt to review and approve the hours by 4:00 the following Monday.

**Remediation:** Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every fall & spring semester by the faculty of the Speech and Language Sciences Division. Each student's academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

**Students with Disabilities:** Americans with Disabilities Act (ADA) Accommodation If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Religious Observances** The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.
Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Expectations for Students:
1. Pre-staff
   a. Typed Outline / Report Draft including
      i. Background
      ii. Information needed from family / client for interview / Campus waiver
      iii. Possible Tests, sub-test, probes, etc. / Be prepared to discuss rationale
      iv. Timeline / Order of Priority
      v. Behavior Mgt. Ideas
   b. Prepared to orally present case and answer questions
2. Following Pre-Staff
   a. Confirm appointment with client/family following pre-staff
   b. Arrange observation if appropriate
   c. Practice – Practice- Practice Administration & Scoring of Tests
   d. Consult with Clinical Educator if you have questions
3. Day of DX
   a. Set –up of environment appropriate for client’s age / interests / motivation / behavior management
   b. One copy of each protocol to be used for monitoring by observers to share
   c. Make sure partner/Clinical Educator reviews all used protocols for basals / ceilings prior to client leaving.
   d. Confirm conference appointment with client/family
   e. Brief post-staffing of immediate notations/observations to be remembered
4. Following DX
   a. Score all test protocols
   b. Analyze Language Samples (SALT, CHILDES, - Form, Content, Use)
   c. Interpret results & pose recommendations
   d. Meet with Clinical Educator if you have questions
5. Day of Conference
   a. Set –up of environment appropriate for family / client
   b. Arrange child care if needed for client
   c. Typed outline of main points to discuss with examples from DX
   d. Rehearsal of interview
   e. Have a visual handout to give to parents appropriate to client
      i. List of service locations in community
      ii. Suggestions for home
      iii. Etc.
   f. Follow-up with any phone calls if needed
6. Following Conference
   a. Email report draft to Clinical Educator by the following Monday
   b. Email final report to Clinician Educator by the following Friday
   c. Make copies of signed report (same # as on release of information form)
   d. Place all copies tab out in file and give to front office to mail.
   e. Turn in 1 Reflection log  (Interview/Testing or Conference)
7. Demonstration of planning and preparation for assessment
   a. Completion of necessary readings pertinent to client’s age and presenting problem
b. Selection of appropriate test instruments (formal & informal) and materials

c. Contribution to pre-post staffing meetings
   i. Organization
   ii. Clarity
   iii. Supporting Evidence / Rationale for choices
   iv. Timeline

8. Demonstration of effective administration of a variety of assessment procedures.
   a. Set-up of environment appropriate for client’s age / interests / motivation / behavior management
   b. Execution of a variety of assessment methods (Interview & testing) and judgment of clinical effectiveness.
   c. Effective administration, scoring, and analyses of formal/informal assessment measures, data collection via language sampling and observation skills.
   d. Effective execution of age-appropriate assessment techniques across target areas (speech, language, fluency, etc.) per client as appropriate
   e. Development and recommendations of a home program for clients as appropriate

9. Demonstration of appropriate conceptualization of the clinical process, modification of behaviors, and communication of prognosis to parents.
   a. Effective use of data to inform Clinical Educator/ family about assessment
   b. Professional oral and written reports
   c. Appropriate response to client’s reactions
   d. Appropriate modification of assessment strategy in response to client’s reaction and/or behavior
   e. Appropriate clinical interviewing skills/interaction with families
   f. Effective collaboration skills with colleagues, allied professionals, and families as appropriate for client.

10. Reflection of own clinical performance including strengths and areas to continue improving.
    a. Accuracy and thoroughness of self-assessment (Self-reflection log)
    b. Response to supervision
    c. Growth towards independence
    d. Follow-through of administrative duties (e.g., timeliness, paperwork follow-through, etc.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event details</th>
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<tbody>
<tr>
<td>May 29</td>
<td>Introduction/Orientation</td>
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<tr>
<td>June 5</td>
<td>Pre-staff client 1, 2, &amp;3</td>
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<td>June 12</td>
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<td>Conference Client #1</td>
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<td>July 3</td>
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<td>Documentation Review Client #1</td>
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<td>Clinician conferences</td>
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<tr>
<td>July 24</td>
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