

Governors State
UNIVERSITY

COLLEGE OF HEALTH AND HUMAN SERVICES

DEPARTMENT OF
COMMUNICATION DISORDERS

COMMUNICATION DISORDERS PRACTICUM MANUAL

TABLE OF CONTENTS **Page**

Preface…. 3
The Director of Clinical Education…. 3
The Clinical Team…. 3
General Requirements and Expectations …. 4
Essential Functions for Entry into Professional Practice….4
Non-Standard Dialect….5
Practicum Information Sessions…. 5
Practicum Requests and Resumes…. 6
Prerequisites for Commencement of Practicum …. 6
Required Documentation for Fieldwork Experiences…. 7
Professional Liability Insurance …. 7
Criminal Background Check …. 7
Practicum Packet…. 8
Practicum Assignments…. 9
Modification of Clinical Practicum Sequence…. 9
Practicum Experiences ….10
Practicum Confirmations …. 11
Course Authorizations…. 11
Practicum Orientation…. 11
Practicum Skills…. 12
Major Clinical Experiences in Speech-Language Pathology…. 12
Practicum in Speech-Language Pathology: Special Populations …. 12
Practicum in Speech-Language Pathology: School Setting …. 12
Practicum in Speech-Language Pathology: Medical Setting …. 12
Prevention in Speech-Language and Hearing….13
Internship (CDSI 8800) …. 13
The Big Nine…. 13
Departmental Recommendations….14
Practicum Hours…. 15
Transfer of Clinical Clock Hours …. 15
Documentation of Clinical Clock Hours …. 15
Practicum in Speech-Language Pathology…. 16
Communication Disorders Practicum Guidelines…. 17
Practicum Supervision…. 17
Observation Visits…. 18
Student Evaluations …. 19
Student Self-Assessment…. 19
Practicum Grades….19
Clinical Performance Plan…. 19
GSU Practicum Supervisor Grade Review….20
Repeating A Practicum….20
Practicum Seminars …. 20
Practicum Project: Single-Subject Study …. 21
Ethics…. 21
Scope of Practice in Speech-Language Pathology …. 21

PREFACE

As a practicum student in the Department of Communication Disorders (CDIS) at Governors State University (GSU), you are participating in one of the most innovative clinical education programs in the United States. GSU was the first and now is one of the few programs in the country accredited by ASHA's Council on Academic Accreditation (CAA) that does not have a speech-language-hearing clinic on campus. Since the founding of GSU in 1969, its goal has been to provide affordable baccalaureate and master's degree education for students. To stay affordable and provide students with experience in the real world, the University's goal has been to use the resources of the GSU community. Situated in the southern suburb of University Park, GSU's community includes the Chicago metropolitan area, northern, southern, and western Chicago suburbs, Kankakee, Joliet, and several cities in northwest Indiana. Clearly, the clinical resources in these areas are great. To arrange learning experiences for our students that will allow them the opportunity to observe and participate in the clinical services provided in this huge community has been a major goal of our program.

Although GSU's program is relatively unique, our expectations for our site supervisors and students are what every program desires. We want supervisors who enjoy sharing their clinical expertise and who see practicum students as future colleagues. We want students who delight in learning in that collegial atmosphere and who wish to apply their class learning to the benefit of communicatively impaired clients. Through the sequence of completing community-based practicum experiences, our students, with the guidance of experienced clinicians, come to know and appreciate the real-world requirements, joys, and challenges of becoming a speech-language pathologist.

NOTE: All information and forms relevant to practicum are available on the CDIS Practicum Webpage.

THE DIRECTOR OF CLINICAL EDUCATION

The Department of Communication Disorders (CDIS) has one professional staff member serving as Director of Clinical Education. It is the Director's responsibility to help plan each student's practicum sequence, clarify practicum processes and requirements, and secure practicum placements and schedules. It is imperative that students remain in contact with the Director of Clinical Education throughout their practicum sequence.

THE CLINICAL TEAM

The Department maintains a Clinical Team. The Clinical team is a component of the broader Student Review Committee that is chaired by the department chairperson. The committee regularly reviews CDIS students regardless of practicum status at its scheduled faculty meetings. The Student Review Committee assists students, faculty, supervisors, and the Clinical Team in the development of appropriate recommendations, when needed. The Clinical Team serves as the primary support for students, site supervisors, and GSU university supervisors in the practicum experience.

The Clinical Team is led by the Director of Clinical Education. Other members include the department's supervisors/liaisons and, when necessary, each student's academic advisor or other appropriate faculty member.

The purposes of the Clinical Team are (1) to recommend practicum policies and procedures to the Department and (2) to work with students experiencing difficulty in practicum to promote their success. The Team works with each student to identify needs and processes for development as clinicians. The

Team recognizes that each student's circumstances and needs are different and seeks to individualize its support strategies.

More information about the Clinical Team is available in the Department of Communication Disorders Graduate Student Handbook:

(http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Health_and_Human_Services/Department_of_Communication_Disorders/Master_of_Health_Science_in_Communication_Disorders/Student_Resources/)

GENERAL REQUIREMENTS AND EXPECTATIONS

GSU students will participate in three speech-language pathology practicum experiences. Students will complete one speech-language pathology practicum per semester.

Students will also be afforded pre-practicum opportunities prior to the commencement of the practicum sequence. Pre-practicum experiences can be obtained during an academic semester through elected internships, community-based prevention activities, or clinical experiences embedded in a course.

Through the course of clinical experiences, students work toward fulfilling the clinical hours, knowledge, and skills required by the Illinois State Board of Education (ISBE) as well as by the American Speech-Language-Hearing Association (ASHA). CDIS's practicum requirements meet or exceed standards established by both.

Remember that you are a guest at the cooperating practicum site and should conduct yourself accordingly. How you do so will influence opportunities for future students to be able to use that site.

ESSENTIAL FUNCTIONS FOR ENTRY INTO PROFESSIONAL

The graduate program in Communication Disorders (CDIS) at Governors State University (GSU) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). As such, there are expectations regarding the knowledge and skills required for entry into the professional field of speech-language pathology. Awarding of a master's degree with recommendations by the graduate program for ISBE Professional Educator Licensure, ASHA certification in Speech-Language Pathology, and State of Illinois professional licensure conveys that the graduate is competent to function professionally as a speech-language pathologist. This requires that graduate students possess the requisite knowledge, clinical skills, and characteristics essential for professional practice.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in four areas: communication, intellectual/cognitive, behavioral/social, and motor/sensory. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. In keeping with these expectations students must demonstrate and adhere to the *Essential Functions for Entry into Professional Practice: Policy on Progression, Remediation, and Retention* as they apply to both their academic program and practicum experiences.

Graduate students are required to submit the original signature page of the *Essential Functions for Entry into Professional Practice* to their advisor and a copy to the Director of Clinical Education. Your signature certifies that you have read and understand the *Essential Functions* required by the Department of Communication Disorders at Governors State University. Failure to meet or maintain

the *Essential Functions* may result in action against the student, including, but not limited to dismissal from the program.

The document is available on the CDIS Practicum website at the following link: https://www.govst.edu/Academics/Colleges_and_Programs/College_of_Health_and_Human_Services/Departments/Department_of_Communication_Disorders/Master_of_Health_Science_in_Communication_Disorders/Practicum/

The Department of Communication Disorders at Governors State University is also committed to preparing our graduate students for optimal success as they enter the professional field as speech-language pathologists. Accordingly, students must demonstrate acceptable speech, language, and hearing abilities for entry into clinical practice to effectively treat persons with impairments of communication. Students are required to obtain a Speech, Language and Hearing Screening through the department by the end of the second semester of academic coursework.

NON-STANDARD ENGLISH OR DIALECT

In cases where students use non-standard English because English is a second language or second dialect, the program faculty will adhere to the American Speech-Language-Hearing Association (ASHA) position statement (1998) *Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations*.

ASHA's position statement indicates:

> It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

Students and Professionals Who Speak English With Accents and Nonstandard Dialects: Issues and Recommendations [Position Statement] is available at: https://www.asha.org/policy/PS1998-00117/

PRACTICUM INFORMATION SESSIONS

The Director of Clinical Education holds a Practicum Information Session twice each year. The first session is part of the New Graduate Student Orientation held prior to the first week of classes. Attendance for all incoming graduate students is mandatory. An additional session is scheduled later in the year. Students are encouraged to attend more than one Practicum Information Session, particularly if you are attending part-time or if your academic program has been extended for any reason. You will be notified of the date, time, and location by way of announcements in class and via e-mail. At the session, you will learn about all practicum procedures, requirements, and expectations.

PRACTICUM REQUESTS AND RESUMES

You must complete the Practicum Request form and submit it to the Director of Clinical Education at least 12 to 18 months in advance of your first desired practicum. You will not be considered for a practicum placement unless you have submitted the request form and resume in a timely manner.

The request form is also available on the CDIS Practicum Webpage:

https://www.govst.edu/Academics/Colleges_and_Programs/College_of_Health_and_Human_Services/Departments/Department_of_Communication_Disorders/Master_of_Health_Science_in_Communication_Disorders/Practicum/

At the time you submit the Practicum Request form, you will also complete your student résumé. The Director of Clinical Education sends your practicum résumé to the supervising speech-language pathologist at the practicum site. Samples are provided during the Practicum Information Session or from the Director of Clinical Education. The résumé includes your contact information, a list of professional courses you have completed or will complete, and a description of related work experience, if any. The Director of Clinical Education provides a suggested minimum number of direct contact hours you will need to complete by the end of the practicum, which appears at the bottom of your resume.

Some sites, particularly school districts, may require a more detailed resume and/or a personal statement from the student to be included in the placement request packet. In these instances, the student will be notified, and examples provided if necessary.

PREREQUISITES FOR COMMENCEMENT OF PRACTICUM

In order to qualify for practicum placement, you must fulfill the following criteria. Please make note of the following chronology:

1. Have degree-seeking graduate status;
2. Have an approved Student Study Plan (SSP);
3. Complete all required undergraduate and graduate didactic coursework on your SSP with a cumulative GPA of at least 3.0 in graduate CDIS courses. Maintain grades of B or higher in all academic coursework;
4. Submit the signature page of the *Essential Functions for Entry into Professional Practice* to your advisor and a copy to the Director of Clinical Education;
5. Confirmation that you possess acceptable speech, language and hearing abilities as verified through the required speech, language and hearing screening;
6. Submit a practicum request (Request for Practicum in Communication Disorders) **at least 12 to 18 months in advance** of commencing practicum;
7. Apply for and be admitted to graduate candidacy **after completing nine (9) semester hours of academic courses.**
8. Be approved to take and pass the Qualifying Examinations (CDIS 8300); students will be expected to take Qualifying Examinations in the same term that they commence the practicum sequence**.**
9. Receive permission from the Director of Clinical Education once all the aforementioned requirements are in order. **An e-mail to this effect will be forwarded to you.**

REQUIRED DOCUMENTATION FOR FIELDWORK EXPERIENCES

Once you have fulfilled the pre-requisites for commencing practicum and receive permission from the Director of Clinical Education to commence practicum, you **must** submit all required documentation.

Professional Liability Insurance

Approximately one month after your academic courses begin and during the entire time you are enrolled in practicum, you must have proof of professional liability insurance.

Proof of Liability Insurance must indicate $3,000,000 aggregate/$1,000,000 per incidence. A copy of the Declarations page specifying aggregate/incidence amounts is required. A copy of **payment only** is not acceptable.

Note: You will not be allowed to participate in the required prevention activities or any other pre-practicum clinical experiences, or to register for practicum without proof of professional liability insurance.

The following companies provide student liability insurance:

Health Care Providers Service Organization (HPSO)
1100 Virginia Dr., Ste. 250
Ft. Washington, PA 19034
Phone: 1.800.982.9491
https://www.hpso.com/Insurance-for-you/Students-recent-graduates

Proliability (Mercer Consumer)
12421 Meredith Drive
Urbandale, IA 50398
Phone: 1-800-375-2764
https://www.proliability.com/

Criminal Background Check

Approximately one month after your academic courses begin and during the entire time you are enrolled in practicum, you must have a completed criminal background check on file.

The College of Health and Human Services requires students to use **Castle Branch** as the provider for criminal background checks. Other background agency services **are not** accepted at this time.

Castle Branch is a background check service that allows you to purchase your own background check. The results of a background check are posted to the **Castle Branch** website in a secure, tamper-proof environment, where the student, as well as the Department of Communication Disorders, can view the results. The initial cost to the student is $39.00.

Note: You will not be allowed to participate in the required prevention activities or any other pre-practicum clinical experiences, or to register for practicum without a completed criminal background check.

Steps for completing a background check:

1. Type in your browser: Castle Branch or go to: https://mycb.castlebranch.com/
2. In the Place Order Package Code box, enter the package code for GSU:
    a. Go06 for initial background check.
    b. Go06re for background recheck.
3. Be sure that you designate **Communication Disorders** as the degree/certification department when completing the form.
4. Continue Order and submit the information required.

Note: Background checks expire 1 (one) year following your initial order.

Practicum Packet

Students are required to submit the **Required Preparation for Fieldwork Experiences** form (available on the practicum webpage), attach all the documents listed, and submit these to the Director of Clinical Education.

Students must submit a completed packet **five months** prior to the start of the semester in which they plan to begin the practicum sequence.

Please submit your completed packet by the following dates:

Practicum Start Semester:	Submit required documents by:
Fall	First full week in March
Spring	First full week in August
Summer	First full week in December

The required documents for fieldwork experience include the following:

1. Results of the criminal background check through *Castle Branch* current to one year.
2. Proof of Liability Insurance $3,000,000 aggregate/$1,000,000 per incidence. A copy of the Declarations page is required.
3. Emergency Contact/Release of Information Sheet
4. Immunization Record. This must include verification of:
    a) measles/mumps/rubella
    b) varicella (chicken pox) immunization or having disease signed by physician
    c) Hepatitis B immunization
        OR
    d) a titer report indicating immunity to any or all the above
5. 2-step Mantoux (TB) test or X-ray (current to one year) or written excuse from a physician.
6. Proof of current Health Insurance.
7. Photocopy of GSU ID.
8. Current CPR Certification: The Basic Life Support (BLS) for Healthcare Providers Classroom Course (must be a skill course, Internet CPR not accepted).

9. Certificate of completion of The Health Insurance Portability and Accountability Act (HIPAA) online instruction via course CDIS 8250: Foundations of Clinical Practice.
10. Certificate of completion of Bloodborne Pathogens Training (OSHA). The training is offered through the GSU library at: http://libguides.govst.edu/databases
11. A Certificate of Completion of Illinois mandated online training: Recognizing and Reporting Child Abuse. Available at: https://mandatedreporter.dcfs.illinois.gov/en/index-man
12. Proof of ADA accommodations if appropriate.
13. Copy of a passing score report from the Illinois Licensure Testing System (ILTS): Speech-Language Pathologist: Nonteaching (232) content area test (required for Professional Educator License) to be submitted no later than the semester in which you plan to graduate.

Note: Students should be aware that some practicum sites require specific items prior to the confirmation of a practicum placement. Consequently, you may be required to submit certain documents far in advance of your first practicum assignment. You may also need to renew prerequisite documentation if your practicum experience extends beyond one year.

Additional fingerprinting and drug testing requirements are at the discretion of the practicum site. The department's Director of Clinical Education will notify you if any of the aforementioned circumstances apply to you.

PRACTICUM ASSIGNMENTS

CDIS maintains a large network of cooperating agencies for practicum placement throughout Illinois and northwest Indiana. There is an expectation that all students will reside in the Chicago metropolitan area, surrounding suburbs or counties (which include Cook, Kane, DuPage, Kendall, Grundy, Will and Kankakee) or adjacent northwest Indiana.

The geographical location of your primary residence/community and site locations are considered when choosing practicum assignments. Because of the always-changing nature of external practicum, it is not always possible to place students at particular sites or at sites near their homes. Although practicum locations are generally within a 40-mile radius from a student's primary residence, placing a student within this radius may not always be possible. This is especially true for practicum assignments, such as those in the medical settings, where availability may be limited. The program **cannot** place students in out-of-state practicum sites except for northwest Indiana

Since you will have registered for practicum, you are required to go where you are placed, unless you withdraw your registration. In case of withdrawal, you may request the practicum for the next term, but you will lose your priority standing.

MODIFICATION OF CLINICAL PRACTICUM SEQUENCE

Students can commence the clinical practicum sequence during any term. After a student's study plan grid has been approved, however, there may be circumstances when a student may need to either modify the term in which they commence practicum or take a term off during the practicum sequence. This change may occur for several reasons (e.g., health or personal issues, the student has decided to take an additional term

to complete academic courses, etc.). If you request a modification of your approved practicum sequence, the following is required:

1. You will be required to submit a new Student Study Plan grid (including the starting date of practicum, if applicable) to your academic advisor for preliminary review and approval.
2. You subsequently will be required to submit the Request to Modify Clinical Practicum Sequence form requesting a change in the practicum sequence.

If your requested change in your Student Study Plan grid does not require a change in your practicum starting date or postponement of a scheduled practicum, it is not necessary to complete the "Request to Modify Clinical Practicum Sequence" form.

The CDIS program uses the following guidelines for modifications of practicum placements:

1. The CDIS department strongly discourages requests by students for modification of practicum start or finish dates, on-site start or finish times, or other exceptions.
2. The department is under no obligation to grant practicum modifications or exceptions; any exceptions will be rare.
3. Exceptions that are granted will be on a case-by-case basis; an exception for one student is not precedent setting.
4. Exceptions that are granted will be based on the faculty's overall academic judgment and will include consideration of:
   a. The student's overall quantitative and qualitative performance in academic coursework and practicum;
   b. The student's grade distribution in academic coursework and practicum;
   c. The student's grades in specific practicum and the coursework related to the practicum in question;
5. All requests for modifications of the approved practicum sequence must be presented in writing and addressed to the attention of the Director of Clinical Education. You will be required to complete the "Request to Modify Clinical Practicum Sequence" form, which is available on the CDIS Practicum Webpage.
6. All decisions regarding practicum modifications are made by the faculty as a whole; therefore, a student's request should NOT be directed to a GSU faculty or adjunct supervisor, to a site supervisor, to an individual faculty member, or to a college or university administrator.
7. You should direct any questions about these guidelines to your academic advisor.

It should be noted that it may not always be possible to approve the student's request for modification of practicum. For example, there often is a very high demand for the hospital/medical-based practicum (CDIS 8830) during the Summer term. If your request results in a projected hospital placement in the Summer term and there already is a very high number of hospital placements during that term, it may be necessary to postpone your practicum until the following term (i.e., fall). We also limit the total number of students who may begin during a specific semester. This potentially would require a total of four rather than the typical three consecutive terms for the completion of the practicum sequence.

PRACTICUM EXPERIENCES

Since all of our practicum sites are community-based, we adhere to several guidelines when selecting practicum sites. We select practicum sites that provide exposure to caseloads with both children and adults. Sites must be capable of generating the minimum number of direct clinical contact hours required by our department within a specified timeframe.

A number of factors play into your scheduled practicum experiences. These include but are not limited to the availability of a site supervisor for a requested site, the site supervisor's schedule during the term you are placed, and the availability of a GSU supervisor assigned to you to complete the required onsite visits.

The practicum is intended to be a full-time experience; therefore, you must plan ahead in order to meet your financial obligations while participating in the practicum sequence.

Please note the following:

1. Students should be aware that each practicum experience is considered a **full-time** experience.
2. During each practicum experience students will maintain the same daily and start/end time schedule as the site supervisor. The student **must** discuss any adjustments to the schedule with the Director of Clinical Education. Any adjustments **must** be approved **before** the start of the practicum.3.
3. If employment is necessary, the student's employment schedule **should not** interfere with the practicum experience.
4. If you have a vacation or family event planned **before** your confirmed placement, you **must** contact the Director of Clinical Education at least 60 days in advance, apprising her of the proposed dates for the vacation/event. Approval for time off is not guaranteed.
5. A student's personal plans **must not** interfere or alter the proposed practicum or proposed sequence. Problems may occur if the specific practicum may need to be extended.

PRACTICUM CONFIRMATIONS

Each student will receive confirmation of their particular placement and/or assignment via e-mail. E-mail confirmations **will be** the primary way in which students will be apprised of their placements. It is critical that students keep their e-mail addresses current. **Any changes** to or problems with addresses post their initial entry into the program database must be sent to the CDIS secretary and to the Director of Clinical Education immediately.

Students should be aware that not all confirmations are received at the same time. Students will be informed of their placement confirmation by the Director of Clinical Education within a timeline which allows them to register for their placement and contact their supervisors in a timely manner.

COURSE AUTHORIZATIONS

The CDIS secretary authorizes students to register for practicum by e-mail according to the practicum **in which they are or will be** assigned. Notification takes place within the month of or the month preceding the practicum course in which the student will be participating.

You must register for practicum courses in a timely manner after you are authorized to do so. Your entire sequence may be delayed if you do not register for classes by the deadline. There is no assurance that the Registrar will permit late registration.

PRACTICUM ORIENTATION

All students entering the practicum sequence will attend a Practicum Orientation following their Qualifying Examination. Here you will review the expectations of practicum students as well as forms and procedures. Attendance at the Practicum Orientation is **mandatory** and is considered a part of the practicum course requirements.

The Practicum Orientation is typically scheduled the first week prior to the start date of your first practicum. Students should be aware that there may be several weeks between the completion of the Qualifying

Examination and the scheduled Practicum Orientation. The weeks between these two events **SHOULD NOT be considered VACATION TIME**. There is an expectation that students will be utilizing this time period to research their caseloads, to review the current literature as it applies to their caseloads, and to review course notes, particularly in the areas of clinical evaluation and treatment methods.

PRACTICUM SKILLS

Through the sequence of practicum experiences, as well as through courses, students must develop the mastery of knowledge and skills required in Standard V-B of the Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) [2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020].

Requirements include the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have communicative disorders (Standard V-C).

That is, at a **professional entry level**, you must demonstrate you can evaluate and provide clinical intervention for clients across the life span (e.g., adults and children), from culturally/linguistically diverse populations, and across the range of speech-language impairments in Standard IV-C for your CCC-SLP. In addition, you must demonstrate that you have developed the interpersonal qualities, as well as oral and written skills required for professional entry level into the profession of speech-language pathology.

MAJOR CLINICAL EXPERIENCES IN SPEECH-LANGUAGE PATHOLOGY

Practicum in Speech-Language Pathology: Special Populations (CDIS 8810):

This practicum in speech-language pathology provides the student with experiences working with special populations (see CDIS Syllabus 8810). It is typically an eleven-week experience, which includes one week of observation. Typical practicum settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally disabled adults and children. Patient populations may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment.

The special populations practicum may be geared toward a student's profession interest with respect to a specific population or work setting if there is availability. Students must indicate their professional interests on the *Request for Practicum in Communication Disorders* form.

Practicum in Speech-Language Pathology: School Setting (CDIS 8820):

The public school experience (see CDIS Syllabus 8820), enables the student to screen, diagnose, and provide therapy for school-age children. The public school practicum is typically a thirteen-week experience, which includes one week of observation. The public school practicum is most often carried out in elementary schools. However, the department and University maintain affiliations with junior and senior high schools as well.

Students must meet the current prerequisite educator licensure standards set forth by the Illinois State Board of Education (ISBE) to begin a public-school practicum. The public-school practicum **is not** available in the Summer term.

Practicum in Speech-Language Pathology: Medical Setting (CDIS 8830):

The medical setting practicum (see CDIS Syllabus 8830) enables the student to gain skills necessary for providing speech-language services in healthcare environments. The practicum is typically an eleven-week experience, which includes one week of observation. The experience may take place in a hospital, nursing home, or other health facility.

The medical setting practicum typically occurs as the final of the three clinical experiences. Students cannot be scheduled for a medical setting practicum as their first clinical experience.

Prevention in Speech-Language and Hearing:

Graduate students are expected to participate in prevention activities that promote communication wellness and reduce conditions that may bring about a communication disorder. Prevention includes both speech-language and hearing screenings, and service-learning projects. Service-learning activities such as developing and disseminating educational materials about a communication disorder are highly encouraged and may be arranged as part of a class, by faculty, or through a student group (e.g., NSSHLA). These opportunities are held on campus as well as in the service region.

Students are required to participate in hands on speech-language and hearing screenings. At least two screening activities are required before enrolling in CDIS 8200. Specifically, students must complete at least one community-based speech-language screening and at least one community-based hearing screening. Any activity in which both speech-language and hearing screenings are combined will count as one screening. Both child-and adult-focused activities will be offered.

Required screening activities will be announced via e-mail. A calendar of scheduled screenings will be posted in a binder in the CDIS office and on the CDIS website. It is the student's responsibility to sign-up in the CDIS office for such offerings in order to acquire the necessary hours. It is also the student's responsibility to provide the Director of Clinical Education the original signed copy of clinical hours obtained in prevention using the appropriate form.

Internship (CDIS 8800):

If the student has not met the clinical hour, skill development, or prevention activity requirements at the completion of the Major Clinical Practicum Experiences, the student **will be required** to register for CDIS 8800, Internship in Communication Disorders. The Director of Clinical Education will determine how much and what type of experience the student still needs. CDIS 8800 is offered for one to nine credits. Generally, students will register for one credit for each 15 hours of required practicum time.

Enrollment in **CDIS 8800** is also required when a student needs a minimum number of academic hours to fulfill certain requirements. Examples of such requirements include:

- SSD scholarships
- Other student loan requirements
- Maintenance of parent health insurance

It is the student's responsibility to apprise the Director of Clinical Education of these needs.

The Big Nine

The following are categories that are relevant to the scope of practice in speech-language pathology. Clinical hours that you obtain in the following areas are used to meet requirements for ASHA's CCC-SLP. Because you must develop clinical skills across the categories in Standard IV-C, the Department recommends you have the following **minimum** client/patient contact hours in **each area**:

- **Speech sound production** **25 hours**
    - Articulation, motor planning and execution, phonology, and accent modification
- **Fluency and fluency disorders** **10 hours**

- **Voice and Resonance** **10 hours**
    - Respiration and phonation.
- **Swallowing/Feeding** **15 hours**
    - structure and function of orofacial myology
    - oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- **Receptive and Expressive Language** **50 hours**
    - Phonology, morphology, syntax, semantics,
        - pragmatics, prelinguistic communication and paralinguistic communication in speaking, listening, reading, writing.
- **Social Aspects of Communication** **10 hours**
    - Challenging behaviors, ineffective social skills or lack of communication opportunities
- **Cognitive Aspects of Communication** **10 hours**
    - Attention, memory, sequencing, problem solving, and executive functioning
- **Augmentative/Alternative Communication Modalities** **10 hours**
    - Oral, manual, augmentative, and alternative communication techniques, and assistive technologies
- **Hearing (including impact on speech and language)** **4 – 6 hours**

Audiologic screening including

- Hearing screening, otoscopic inspection, otoacoustic emissions (OAE) screening, and screening tympanometry

Aural Rehabilitation

- Auditory training for children with cochlear implants and hearing aids, speech reading, speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices.

Departmental Recommendations

In addition to the recommended hours in each **area**, the Department recommends the minima **total hour accumulation** for each practicum experience:

- Special Populations (CDIS 8810) 75 hours
- Public School (CDIS 8820) 125 hours
- Medical Setting (CDIS 8830 100 hours

PRACTICUM HOURS

As a CAA-accredited program, the Department ensures you meet practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) [2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020] as well as requirements for Illinois licensure and ISBE certification. Thus, you will need to meet the following requirements for practicum hours:

Total Client Contact	**400 hours**
○ Guided Clinical Observation	25 hours
○ Client/patient contact	375 hours

- 325 hours **must** be at the graduate level in Speech-Language Pathology
- It ultimately is your responsibility to acquire **at least 375** direct contact hours by the end of the practicum sequence. Maintain accurate records and update them often.
- You should be aware of the suggested minimum number of clinical clock hours at the **start** of every practicum.

- Students should keep copies of all observation and clinical clock hours documentation (including daily clinical clock hours) for their records.
- Mail **originals of all documents** to the Director of Clinical Education.

TRANSFER OF CLINICAL CLOCK HOURS

- A **maximum** of 75 undergraduate client/patient hours may be added to obtain the 400 hours required. This would include the first 25 hours of observation and 50 hours of direct evaluation/intervention.

- If you have accumulated undergraduate clinical hours at another university, you may apply the 75-hour maximum toward your total practicum hours (25 observation hours: 50 hours of evaluation/intervention).

- All transfer practicum credits must list the clinical hours completed by area, be signed by the supervisor or director of the university where they were completed and include the relevant ASHA numbers.

Verification of these hours should be sent to the Director of Clinical Education.

DOCUMENTATION OF CLOCK HOURS

It is the student's responsibility to keep accurate records of clinical observation hours and clinical clock hours throughout their practicum experiences. Forms for documentation are available on the CDIS Practicum Webpage (Clinical Clock Hours Forms).

The documents used for recording your observation and clinical clock hours are **official copies and permanent records** and must be submitted with the original signatures. All observation and clinical clock

hours forms used to meet program and ASHA requirements must be completed in ink (not pencil). At the completion of the practicum, the following observation and clinical clock hour forms are signed by the site supervisor and returned to the Director of Clinical Education.

Clinical Hours Forms:

Report of Clinical Observation Hours

Log of Clinical Clock Hours

Semester Summary of Clinical Clock Hours

Summary of Prevention Clock Hours

I. Report of Clinical Observation Hours

a. The *Report of Clinical Observation Hours* form is an official document.
b. Students **are required to document** all clinical observations using the *Report of Clinical Observation Hours* form.
c. ASHA requires that students obtain a **minimum of twenty-five (25) hours** in clinical observation within the scope of practice in speech-language pathology (Standard V-C) for certification. Obtaining **no less than 25 hours** of observation is **required prior to or during** your **first** clinical experience.
d. If you have obtained **at least** 25 hours of observation through another program, these hours should be submitted to the Director of Clinical Education **before** your **first** assignment. These hours must be signed by a certified speech-language pathologist and the ASHA number(s) must appear on the document(s).
e. The program recommends that students **obtain a minimum of 25 observation hours** throughout **each** of the three speech-language pathology practicums. Beginning direct client contact **prior to** obtaining the full 25 hours of observation may be at the discretion of your site supervisor.

II. Log of Clinical Clock Hours

a. The *Log of Clinical Clock Hours* form is an official document.
b. You must use this form for recording clinical clock hours on a daily basis for each practicum.
c. It is essential that you continually record all daily clinical clock hours throughout your practicum experiences.

III. Semester Summary of Clinical Clock Hours

a. The *Semester Summary of Clinical Clock Hours* is an official document.
b. You must use this form to record the **total sum** of clock hours accrued during each practicum experience.

PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY (CDIS 8810, CDIS 8820, AND CDIS 8830)

The current standards for the CCC-SLP [2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020] indicate,

1. "*Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum.*

When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted."

Examples of activities that <u>do not apply</u> are:

a. Writing/discussing session plans
b. Report writing
c. Scoring tests
d. Transcribing language samples
e. Preparing treatment activities or materials
f. Discussing clients with supervisors or other professionals, including staffings
g. Programming AAC devices

2. "*Guided observation and direct client/patient contact must be under the supervision of a clinician who holds current ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of post-certification, full-time experience and (2) a minimum of 2 hours of professional development in the area of clinical instruction/supervision."*

    a. If you have more than one supervisor at the site, each is responsible for signing off on your clinical hours.
    b. Only the supervisor who actually observes you in a clinical session is permitted to verify the credit given for the clinical practicum hours
    c. One supervisor cannot sign for all supervisors on your clinical clock hours forms.

3. *"The amount of supervision must be commensurate with the student's knowledge, skills, and experience".*

    a. Supervision must take place periodically throughout the practicum
    b. Supervision must be no less than 25% of your total contact with each client/patient.
    c. It may be necessary for the minimum supervision requirement to be adjusted upward as your performance warrants.

Detailed information about required paperwork for each of the four clinical experiences in speech-language pathology and prevention are also available in the course syllabi for each practicum (available on the CDIS practicum website).

COMMUNICATION DISORDERS PRACTICUM GUIDELINES

During the first week of the practicum, you and the site supervisor will complete the Communication Disorders Practicum Guidelines. This document helps to define your responsibilities for scheduled hours, timelines for reports and lesson plans, and general guidelines of dress and behavior in effect at the practicum site.

PRACTICUM SUPERVISION

Site Supervision:

Students will also be directly supervised by the cooperating speech-language pathologist on site ("site supervisor"). Once the student placement confirmation is received, it is the student's responsibility to contact the site supervisor within **2 to 4 weeks** of their start date. Your supervisor's name and contact

information will be on the e-mail confirmation you receive. Any additional requirements for a particular site will accompany the e-mail site confirmation.

Please Note: You will **not** be assigned to a site supervisor with whom you have worked previously, or anyone who is a friend or relative. We as a Department must maintain clinical *objectivity* as a Department goal.

Speech-Language pathology site supervisors are required to:

- have at least one year of clinical experience beyond the Clinical Fellowship Year (CFY).
- hold Illinois or Indiana state licensure.
- if working in the public schools, provide evidence of licensure to work in the public schools.
- be employed at least one year at the practicum site.
- be on the premises at all times that the student is present, including if students travel to multiple sites
- be willing to provide direct hands-on clinical training to students

GSU Supervision:

Students will also be assigned a university supervisor ("GSU supervisor"). Authorizations to register reflect the GSU supervisor to which you are assigned. The GSU supervisor will contact you prior to or shortly after your assignment begins.

You must respond to any contact from your GSU supervisor within **two business days** of the initial contact, even if your response merely indicates that you received their e-mail. Timely contact with your GSU supervisor is **a necessary** component of the practicum supervisory process.

Your GSU supervisor will schedule up to **two** on-site visits **or more** during your clinical experience. The GSU supervisor will provide you with both verbal and written feedback during your clinical assignment.

Observation Visits:

The university supervisors will visit each practicum site to assess the overall level of competence of the student clinician. Feedback will be provided at the conclusion of the observation. The university supervisor will arrange a mutually agreeable observation schedule with the site supervisor.

The university supervisor will:

- Discuss the progress of the practicum student with the site supervisor(s).
- Review the student's lesson/treatment plans.
- Observe the student's therapy and/or diagnostic sessions, and provide oral and written feedback.
- Discuss the progress of the practicum with the student.
- If appropriate, discuss the single-subject project.
- Monitor the accumulation of clinical contact hours.
- Serve as a liaison between the student and the Department of Communication Disorders regarding questions pertinent to the total practicum experience.
- Serve as a liaison between the student and the staff at the site in regard to specific problems that may arise during the experience.
- Be available for phone calls or e-mail correspondence concerning specific questions and/or clarifications.
- Collaborate with the on-site supervisor in completing midterm and final evaluations.

- Maintain a log of supervisory visits (Practicum Site Visit Log).

STUDENT EVALUATIONS

Site supervisors are requested to provide written and verbal feedback on a frequent basis. The site supervisor formally evaluates the student twice, at midterm and at the end, during each speech-language pathology practicum experience.

The ***Evaluation of Student's Practicum Performance: Speech-Language Pathology*** is the method by which the student will be evaluated. The evaluation is based upon the ASHA Standards for the Certificate of Clinical Competence (effective date January 1, 2020). The student and supervisors use the evaluation information to discuss the student's progress as a clinician. The supervisors and student must sign and duplicate the midterm and final evaluation forms and return the original document to the Director of Clinical Education.

The **Qualitative Criteria** (Performance Levels) defining each practicum will differ depending on the student's practicum entry level status. Students entering the first clinical experience are not expected to perform comparable to students entering their final experience.

STUDENT SELF-ASSESSMENT

As part of the department's processes for formative evaluation, each student must complete a self-assessment (Student Self-Assessment) midway (at midterm) and at the end (final) of each clinical experience. These documents will become valuable as students compare their self-evaluation with the supervisor's evaluation.

PRACTICUM GRADES

The university supervisor is responsible for assigning practicum grades for each student. Grades reflect consideration of (1) the site supervisor's final evaluation, (2) a student's daily performance, and (3) the GSU supervisor's observations.

Grades for each practicum (i.e., CDIS 8810, CDIS 8820, and CDIS 8830) are consistent with grading policies within the department and within the university. Specifically, the following criteria apply:

A/A- Superior achievement of knowledge, skills, and personal qualities required in the practicum (Target).

B/B+/B- – Very satisfactory achievement of knowledge, skills, and personal qualities required in the practicum (Acceptable).

C or lower – Below acceptable achievement of knowledge, skills, and personal qualities required in the practicum for a student at a particular (practicum) developmental level (Unacceptable).

Clinical Performance Plan

Graduate student clinicians who experience difficulty acquiring and/or who demonstrate unacceptable clinical skills consistent with a grade of **C or lower** will be required to develop a ***Clinical Performance Plan***. The need for a Clinical Performance Plan may be determined at any time during a particular practicum assignment. Students exhibiting unacceptable clinical skills will be required to work with both the site and GSU supervisors in developing their individual plan.

The content of the Clinical Performance Plan will be determined via feedback received from the GSU supervisor and site supervisor, through observations of the student, and/or through conversations/interactions with the student.

The student holds the primary responsibility for recognizing the areas of concern and understanding the needed strategies for improvement.

GSU Practicum Supervisor Grade Review

A ***GSU Practicum Supervisor Grade Review*** will be completed for students requiring a Clinical Performance Plan. This review describes the area(s) of concern, goals and strategies for improvement, and recommendations, as well as mechanisms for assisting the student to achieve the goals. The student will be expected to contribute to the development of the goals/objectives and strategies necessary for improvement. The timeline for meeting the plan must be included.

Following the timeline for meeting the Plan, the site and GSU supervisors should discuss and subsequently meet with the student to assess whether or not the specific criteria have been met. If the goals and objectives of the Clinical Performance Plan have not been met within the specified timeline, and the student receives an overall grade of **C or below**, the student will be required to repeat the practicum course.

Repeating a Practicum

A passing grade of "B" or higher is required for <u>all</u> practicum courses.

A student receiving a grade of "C" or lower is required to repeat that practicum. **A student is permitted to repeat only one practicum during the clinical practicum sequence.** A student who earns a "C" in an academic course and a second "C" in practicum could be dismissed from the program. Clinical hours accumulated during the practicum in which a grade of "C", "D" or "F" was earned **will not count** towards certification.

If a student earns a "C," "D," or "F"" in practicum, before repeating it, he or she must meet with the Director of Clinical Education and the Clinical Team assigned to develop strategies to promote his or her success per a Student Performance Review. The student has the greater part of the responsibility for creating intervention strategies on his/her behalf. Scheduling a repeated practicum is dependent upon the student's successful completion of the Student Performance Review plan followed by the availability of a suitable site.

Upon repeating the practicum course, the student will submit a Course Repeat Request form to the University Registrar. Upon completion of the course, the student's first grade will be replaced on the transcript with "R," and be removed from calculation of the GPA. The grade from the repeated course will be reflected on the student's official transcript.

PRACTICUM SEMINARS

The department holds practicum seminars twice each term. The purposes are to: (1) clarify practicum policies and procedures, (2) discuss cases, (3) present single-subject studies (see below), and (4) update practicum-related information.

Dates for the seminars will be announced through several means, including e-mail and on the CDIS Practicum webpage. If you are registered for any practicum, you must attend both seminars each term. If you are not registered for practicum, you are certainly welcome to attend.

You must attend six practicum seminars, at least five of them while you are enrolled in practicum or expect to enroll in practicum (i.e. are taking Qualifying Examinations). If a student misses more than one, you will be required to write a review of the single-subject projects presented on the day(s) you missed.

PRACTICUM PROJECT: SINGLE-SUBJECT STUDY

During one of your practicum experiences, you will complete a single-subject clinical study with a client or clients in your regular practicum caseload. The purpose is for you to have the opportunity to participate in clinical research and to draw a very real connection between research and clinical practice.

NOTE: Students enrolled in the thesis option are not required to complete a formal single-subject clinical study during practicum. They are required to present the results of their thesis research at a practicum seminar. Students enrolled in the thesis option are encouraged, however, to apply the principles of single-subject research in their clinical practicum experience.

To complete the study, you will first prepare a proposal and present it to your university practicum supervisor, who also will be the supervisor of your study. All information relevant to the practicum project is available on the Practicum Webpage. Following your university supervisor's approval of your proposal, you will collect the data for your study.

You will present your results at a practicum seminar. You may not collect data before the GSU supervisor approves the project. Your study will culminate with your writing a report of your project and a poster presentation during practicum seminar. The reports will be relatively brief descriptions of your rationale, research question, method, results, and discussion. Your report may be included in a permanent collection. The format of the report is available on the CDIS Practicum Webpage. Students are strongly encouraged to review the archives of completed projects before proceeding.

ETHICS

As a student in practicum, you are responsible for adhering to the ethical standards of the profession, i.e., the ASHA Code of Ethics (2016). The Code of Ethics is available in the Appendix of this handbook and also online at http://www.asha.org/Code-of-Ethics/

SCOPE OF PRACTICE IN SPEECH-LANGUAGE PATHOLOGY

As a student in practicum, you are responsible for being familiar with the profession's current Scope of Practice in Speech-Language Pathology as described by ASHA (2016). The current scope of practice document is available online at https://www.asha.org/policy/sp2016-00343