

COURSE COORDINATOR: Barbara Solomon, Clinical Professor, G-34B, office: 494-3820,
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REQUIRED MATERIALS:

- Speech Clinic Handbook and Healthcare Externship Handbook (one packet available at the Boiler Copy Center, PMU)
- Two log cards – available in the main office, B 11
- VHS video cassette tapes
- Additional materials necessary for your clinical assignment (audio tape recorder, lab coat, etc.)
- Liability insurance: billed through the SLHS Business Office; cost \$13 per year.

RECOMMENDED TEXTS:

Roth, F. P. & Worthington, C. K. (2005). Treatment Resource Manual for Speech-Language Pathology, 3rd Ed., Thomson Delmar Learning, **ISBN:** 1401840361

Shipley, K. G. & McAfee, J. G. (2004). Assessment in Speech-Language Pathology: A Resource Manual, 3rd Ed., Thomson Delmar Publishers, **ISBN:** 1401827519

Pannbacker, M., Middleton, G., Vekovius, G.T., & Sanders, K. (2001). Report Writing for Speech-Language Pathologists, 2nd Ed., Psychological Corp., **ISBN:** 0890798672

Meyer, Susan Moon. (2004). Survival Guide for the Beginning Speech-Language Clinician, 2nd Ed., Pro-Ed, **ISBN:** 0890799814

Justice, L.M. & Ezell, H. K. (2002). The Syntax Handbook: Everything you learned about syntax...but forgot, Thinking Publications, **ISBN:** 1888222808

Attendance Policy for 549 class meetings:

Class meets every Friday afternoon during this semester unless cancelled for University holidays. Attendance is expected. Students are responsible for attaining handouts and notes to gain necessary information for any missed seminars. Two or more unexcused absences may result in a lowering of your overall course grade. Some class sessions may include in-class activities or written assignments.

Purdue University SLHS 549 Attendance Policy:

Speech-Language Pathology Graduate Student Clinicians enrolled in SLHS 549 have an obligation to provide clients with regular and consistent therapy sessions. Consistent attendance is also required to enable students to gain appropriate skills across disorders. When students can anticipate that other obligations will cause excessive absence during a semester, they should consider not registering for clinic that semester. Only illness will be considered a reason for canceling an appointment with clients, and/or failing to attend assigned clinical placements. Whenever possible, given the constraints of individual practicum settings, every effort should be made to reschedule clients in a timely manner.

The Clinic's policy requires that Graduate Student Clinicians attend all scheduled appointments with clients. Clinicians must submit a doctor's note if absences are in excess of two days during a semester. During each semester, absences not related to illness from clinic in excess of 2 times per assignment (e.g., two sessions in-house; 2 half days at PLP, Birth to Three, IVH, The Voice Program, PSS) will be considered excessive and will necessitate corrective action, in the form of a Remediation Plan.

The Remediation Plan will be one of the following three options:

(1) Graduate Student Clinicians who miss more than two sessions within a semester in an assignment will be required to make up all of the sessions missed in the current semester if the situation permits. The clinical grade for the semester may be lowered.

(2) Graduate Student Clinicians who miss more than two sessions within a semester in an assignment will perform the make up sessions during the following semester. The clinical grade for the current semester will be an "Incomplete" and the grade may be lowered, once the sessions are made up. *Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions may need to extend their program in order to accumulate the experiences and types of clinical hours required for graduation.*

(3) Graduate Student Clinicians who miss more than two sessions within a semester in an assignment may be removed from that particular clinical assignment; in this case no hours will be accrued and the clinician will earn a clinical grade of C or lower. The clinician may withdraw with a "pass" or "fail", if allowable by the University's timetable.

ADDITIONAL CLINICAL REQUIREMENTS:

1. Execute all clinical responsibilities involving client as communicated by your supervisors (e.g., testing and interpretation, goal selection, execution of therapy, session analysis, etc.).
2. Work cooperatively with colleagues and supervisors by fulfilling all aspects of the Professional Protocol, particularly those involving:
 - communication of all pertinent information.
 - proper maintenance of equipment and materials.
 - responsible and prompt completion of all written and other work.
 - professional attire and behavior in clinical settings.



3. Demonstrate clinical competencies and complete all case management tasks in accordance with the Professional Protocol.
4. Meet mandatory oral and written communication skills by demonstrating satisfactory levels of behavior as measured by the Protocol for Oral & Nonverbal Communication, and the Protocol for Written Communication.

Expected Knowledge Outcomes:

CCC Standard Addressed

Student clinician will demonstrate knowledge of the Code of Ethics as issued by the American Speech-Language-Hearing Association.

III-E

Behavioral objective: Student clinician will read and maintain familiarity with the ASHA Code of Ethics as demonstrated by participation in clinical seminars and by signature on the Purdue University Clinical Education Ethical Services Agreement.

Student clinician will demonstrate knowledge of professional issues.

III-G

Behavioral objective: Student clinician will perform at expected levels of participation in clinic seminars (e.g., HIPAA, Risk Management, Billing) as demonstrated by signature on the Purdue University Confidentiality and Security Agreement and required attendance at SLHS 549 seminars.

Student clinician will demonstrate knowledge about certification, specialty recognition, and other relevant professional credentials.

III- H

Behavioral objective: Student will demonstrate knowledge of information regarding certification and specialty recognition through participation in appropriate clinical seminars.

Student must develop skills in oral and written or other forms of communication sufficient for entry into professional practice.

IV-B

Behavioral Objective: Student clinician will consistently use English conventions in oral and written communication skills as measured by the Purdue Protocol for Oral/Nonverbal Communication and Purdue Protocol for Written Communication.

Expected Skills Outcomes:



Behavioral Objective: Student clinician will consistently meet levels of performance as expected for each sequential semester of clinical work as measured through use of the Purdue University Clinical Skills Competency Form, in the following areas:

IV-G

- prevention,
- evaluation,
- intervention, and
- personal qualities appropriate for professional work.

Behavioral Objective: Student clinician will consistently demonstrate skills in oral and written communication as appropriate for the semester of clinical experience and for the long-term goal of entry into professional practice, as measured through the Purdue University Protocol for Oral/Nonverbal Communication and the Purdue University Protocol for Written Communication. Evidence of oral and written communication skills may be assessed in the following areas:

IV B

- Chart reviews
- Planning
- Conferences with supervisors/clinical instructors
- Lesson plans
- Session evaluations
- Chart notes
- Evaluation reports
- Clinical Forum presentations
- Progress reports
- Communication with other professionals
- Communication with client/patient
- Communication with family of a client/patient
- Communication with clinical Instructor/Supervisor
- Communication with all other personnel involved in client/patient care

KNOWLEDGE AND SKILLS FOR SEMESTER ONE SLP CLINICAL PRACTICUM

I. Professional Behavior (see Professional Protocol)

- Responsible approach (e.g. prepares, attends, completes all clinical activities)
- Punctuality with assignments and clinical tasks
- Respect for client and clinic confidentiality (e.g. files, discussions, observations)
- Behavior and appearance appropriate for clinical setting (e.g. demeanor, dress)
- Knowledge of and adherence to principles of academic integrity (e.g. honesty, independent completion of work)

II. Approach to Clinical Practice

- Basic clinical perspective (e.g. client focus, assessment, intervention, advocacy)
- Organized approach to assignments and responsibilities (e.g. time management skills, organization of references, records, paperwork)
- Demonstrates initiative and skill at using resources (e.g. library, journals, professional literature, computer, internet)
- Thoughtful approach to clinical work re. Issues, rationale, observation, analysis, decision-making and problem-solving through discussions, written work, and incorporation of new and relevant information
- Basic flexibility in gaining and applying new knowledge, changing behavior and/or approach to clinical tasks, and actively pursuing improvement in competence.

III. Oral Communication Skills

- Consistently and accurately uses oral communication that demonstrates speech and language skills in English, which at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects.
- Consistently and accurately conveys correct information from course work, supervisory input, clinical activities and other resources.
- Consistently and accurately describes behaviors of client and patient.
- Nonverbal language, including but not limited to affect, eye contact, tone, or body language, is consistently appropriate for clinical interactions.
- Consistently models appropriate communication in all clinical settings and provides appropriate clarification to clients, family members, or other professionals when needed.
- Oral and nonverbal communications are appropriate for the cultural, socioeconomic, and semantic needs of the audience.

IV. Written Communication Skills

- Consistently and accurately conveys professional information from coursework, supervisory input, clinical activities and other resources.
- Consistently writes information in a clear and organized manner using accurate spelling and grammar.
- Consistently and accurately uses professional writing conventions, terminology and style to clearly communicate information in a manner consistent with audience and/or clinical setting.

V. Clinically-Relevant Skills

- Basic on-line phonemic transcription
- Basic knowledge of grammar and syntax (ref. Justice and Ezell, The Syntax Handbook, Thinking Publications, 2002)

- Basic knowledge of anatomy and physiology of the speech mechanism, central and peripheral nervous systems
- Basic knowledge of articulatory aspects and acoustic characteristics of speech production
- Basic knowledge of typical communication and behavior across the lifespan

Information Concerning Clinical Grades and Professional Protocols Grades

Grades are compiled from ratings on the Clinical Skills Competency Form (CSCF). The expected ratings indicate the level of ability, which is commensurate with each sequential level of practicum experience. Each supervisor who works with a student clinician rates him/her on his/her performance. The overall SLHS 549 practicum grade is determined by averaging the individual ratings. The percentages of expected competency ratings associated with each grade are as follows:

A	≥ 100%
B	99-85%
C	84-70%
D	69-55%
F	≤ 54%

The overall practicum grade may be lowered due to a professional protocol infraction as described below.

Practicum experiences are documented through records of clock hours. These hours will be credited to a clinician's practicum experience when they obtain a grade of B or better in each practicum experience. Clock hours will not be recorded for practicum experiences in which a grade of C or lower is obtained. If a grade of C or lower is obtained during a practicum experience, a Remediation Plan will be developed as described below.

The CSCF ratings/grades will be used to determine attainment of the competencies on the Knowledge and Skills Assessment (KASA). Grades of B or better will indicate attainment of the appropriate KASA knowledge and skills. However, grades of C or lower will indicate that those competencies have not been attained.

Professional Protocol

This is a general term for the 3 specific areas delineated on the CSCF, which are evaluated as Satisfactory (S) or Unsatisfactory (U).

Professional Behavior –an Unsatisfactory will lower the overall SLHS 549, 648 or 649 clinic grade. An Unsatisfactory must be remediated within a specified time period or clinical privileges may be terminated.

Written Communication Skills – an Unsatisfactory may lower the overall SLHS 549 clinic grade, and clinical privileges may be terminated. Remediation Plans will not be extended past the end of semester 3.



Oral and Non-verbal Communication – an Unsatisfactory may lower the overall SLHS 549 clinic grade, and clinical privileges may be terminated. Remediation Plans will not be extended past the end of semester 2.

Remediation Plan

This is a plan developed by the Director of Clinical Education in SLP along with the Clinical Faculty who are currently supervising a student clinician. A Remediation Plan is developed when a student clinician is not demonstrating knowledge and skills commensurate with the expectations for the student's current level in clinical practicum. This clinician will typically have earned a grade of C or lower in clinical practicum and/or have received a U on one or more of the Professional Protocols.

The Remediation Plan will include:

- Description of expected knowledge and skills, which are not being demonstrated by the clinician.
- Specific goals and behaviors which must be demonstrated to indicate knowledge and skills appropriate for current practicum level.
- Time frame within which these improvements must be demonstrated and consistently maintained.
- A maximum number of 2 Remediation Plans will be developed for a student clinician during the M.S. in SLP. Should a student earn a grade of C or a U for Professional Protocol during a practicum experience following the completion of 2 Remediation Plans, his/her clinical privileges will be terminated.

Probation

This is the status given to a student clinician who is currently working with a current Remediation Plan.

- A student clinician who has successfully completed a Remediation Plan is no longer on Probation. However, the skills delineated in the Remediation Plan must be maintained and if they are not, the student clinician will automatically be returned to Probationary status and another Remediation Plan will be developed and clinical privileges may be terminated.
- Student clinicians who are on probation must obtain a grade of B or better in all clinical assignments and must obtain an S on all professional protocols from all Clinical Faculty currently supervising this student in order to be removed from Probationary status.
- A student clinician who does not successfully complete the Remediation Plan within the specified time frame will either have the Remediation Plan extended or have clinical privileges terminated.

Eligibility for Externships

An overall clinical practicum grade of B or better must be obtained in the two semesters immediately prior to participating in an externship. If a grade of C or lower is earned in any of these semesters, it will delay and may preclude an externship if adequate improvement is not demonstrated with specified time periods in response to Remediation Plans as described above.



<u>Date</u>	<u>Topic</u>	<u>Location (if not in HEAV)</u>	<u>Instructor(s)</u>
Professional Issues			
August 24	Orientation		Solomon
August 31	Risk Mgmt (SLP/AUD)	SC 239	Solomon/Krishnan
September 7	HIPAA (SLP/AUD)	MSEE B012	Nursing Staff: P. Aaltonen
September 14	Autism, ADHD, Sensory Processing		Gulker
September 21	Support Personnel		Solomon
September 28	Trachs-Vents		Wetzel
October 5	Dementia		Poole
October 8-9	****October Break**** <i>No Clinic on Monday & Tuesday</i>		
October 12	Managed Care		Poole
October 19	Professional Preparation & Licensure		Solomon
October 26	Professional Ethical Dilemmas		Solomon
October 29-30	****Crossroads Conference****		
November 2	Craniofacial Disorders		Wetzel
November 9	Open Forum		Solomon/Novak/Poole
November 15-17	****ASHA Convention: Boston, MA****		No Class
November 21-23	****Thanksgiving Break****		No Class
November 30	Resume Writing		Wetzel
December 7	Class/Supervisor Evaluations		Student Representative



Dress and Personal Appearance Code

It is important that clinicians dress in a professional manner whenever they are providing diagnostic or therapy services in any Purdue Speech-Language Clinic setting. The way one dresses reflects the quality of services provided, the level of respect one feels for the client and family, and the high standards of professionalism required. The way you dress should not distract the client from the services provided. This dress code is also the minimum requirement for all off-campus clinical placements. Individual facilities may have additional or more stringent guidelines.

Any student who is not dressed appropriately will not be allowed to participate in clinic. For this reason, it may be beneficial to keep a change of clothing, sweater etc. in your locker to use if needed. If inappropriate attire continues, a Professional Protocol Notice will be written and a “U” may be issued under Professional Behavior on the CSCF.

- All clothing:
 - All clothing must be loose fitting, clean, neat, and in good condition.
- Name Badge:
 - Clinicians must wear their name badge when providing services to patients.
- Hair:
 - No abnormal (e.g. Mohawk) or distracting coloring (e.g. pink, blue, green etc.) is allowed.
- Pants:
 - No denim jeans, Capri length pants or shorts are allowed without permission from your supervisor.
 - Pants must not be excessively tight, baggy or ride excessively low on the hips.
 - Any pants/skirt/shirt combination must cover the midriff when the arms are raised and also cover the back when bending over
 - No shorts are allowed.
 - No bib overalls, sweatpants, or spandex.
- Skirts/Dresses:
 - Skirts must be of a reasonable length and no more than 3 inches above the knee.
 - Skirts must be reasonably loose and not excessively form fitting.
 - No spaghetti-strap dresses.
- Shirts/Blouses:
 - Shirts and blouses must have a sleeve (no tank tops).
 - Shirts for men must have collars and be tucked in. Ties are recommended. T-shirts are not appropriate.
 - Ladies’ low-cut tops that show cleavage or shirts that show through are not allowed.
 - Tops should be reasonably loose and not form fitting or so tight as to create a gap in the front.
- Shoes:
 - Shoes should look professional.
 - Flip-flops are not allowed.
 - Tennis shoes are allowable only with supervisor’s consent.

- Nails:
 - Length must be moderate. No abnormal or distracting polish colors.
- Body Art:
 - Any visible or potentially visible body art needs to be removed or covered if possible. Oral or facial piercing (tongue, lip, and eyebrow) must be removed. Tattoos must be covered with long sleeves or a high collar. Ankle or foot tattoos must be covered with pants or socks.
- Fragrances:
 - Clients may have an allergic reaction (no fragrances may be used at Lafayette ENT and IVH). Please check with your clinical supervisor.

Students with Disabilities:

Any student who has a disability that will require some modification of seating, testing, or other class requirements is urged to immediately seek such an accommodation. Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you have a disability that requires academic adjustments, please make an appointment with either instructor to discuss your needs as soon as possible.

Student Rights, Complaints, and Academic Misconduct:

The official policies of the University concerning student rights and complaints, honesty and academic misconduct can be found in the *Academic Procedures Manual*, and in *University Regulations*, available from the Office of the Dean of Students. In general, complaints should be brought first to the instructor(s) and then, if they cannot be resolved, to the departmental Chair. The Chair of SLHS is Dr. Robert Novak.

Electronic Communication Devices

Cell phones, pagers, and other electronic communication devices should be turned off.

Campus Emergency

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. We will e-mail you any changes and/or post information on Web-CT Vista web page.

