

CD 672 A/B GRADUATE STUDENT EXTERNSHIP
COURSE SYLLABUS**Course Meetings and Credit**

Course meets off campus, at assigned externship sites. Hours are arranged between campus and site supervisors. Students must provide their own transportation to and from their externship placements, and are responsible for maintaining their own automobile insurance coverage.

Course Description (from catalog)**CD 672A/B ADVANCED CLINICAL PRACTICE IN SPEECH PATHOLOGY I AND II (3-3)**

Prerequisites: CD 465; 566; 567. Supervised clinical experience in diagnostic and therapeutic procedures with speech and hearing handicapped children and adults in hospitals and community health service centers. Staff conferences with medical and allied health personnel in relation to speech and language pathologies. (Credit/No Credit only)

Course Objectives/Learning Outcomes

At the successful conclusion of this course, students are expected to meet the following objectives:

1. Complete the minimum number of client contact hours of supervised clinical experience as required by ASHA, during the 12 week externship at an assigned site.
2. Demonstrate a working knowledge of the ASHA Code of Ethics as it relates to student clinician experiences (Program Standard 2)
3. Demonstrate the ability to interpret and synthesize clinical information; write complete assessment reports, daily notes, progress reports, and other documentation required by the externship setting. (Program Standard 6, SLP Standard 4)
4. Demonstrate a working knowledge of the fundamental principles of speech and language or audiology assessment and remediation, as required for the specific setting. (Program Standard 3)
5. Demonstrate effective oral and written communication in the supervisory process, with other team members or peers, in counseling and family training, and as part of the therapeutic intervention process. (Program Standard 4)
6. Demonstrate a working knowledge of the 3rd party payer information and/or eligibility for services required of the specific setting. (Program Standard 5)

Knowledge and Skills Analysis (KASA) for Department Majors

For majors in **speech-language pathology**, this course contributes to:

Standard IV-G. Supervised Clinical Experiences

1. Evaluation (including screening/prevention, case history, administering and adapting procedures) of each of the following disorder categories: (Program Standard 5, SLP Standard 3, 4, & 5)
 - a. Articulation

- b. Fluency
- c. Voice and Resonance
- d. Receptive/Expressive Language
- e. Hearing and its Impact on Speech and Language (SLP Standard 4)
- f. Swallowing
- g. Cognitive Aspects of Communication
- h. Social Aspects of Communication
- i. Communication Modalities (SLP Standard 4)

2. Intervention (including development and implementation of intervention plans, selection and/or development of materials, measurement and evaluation of performance, modifications to plans, materials, or instrumentation, administrative and report writing functions, and identification and referral, for each of the following disorder categories: (SLP Standard 3 & 5)

- a. Articulation
- b. Fluency
- c. Voice and Resonance
- d. Receptive/Expressive Language
- e. Hearing and its Impact on Speech and Language (SLP Standard 5)
- f. Swallowing
- g. Cognitive Aspects of Communication
- h. Social Aspects of Communication
- i. Communication Modalities (Program Standard 6, SLP Standard 5)

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing needs, values, preferred mode of communication, and cultural-linguistic background of clients, families, caregivers, and relevant others (Program Standard 3 & 5, SLP Standard 7)
- b. Collaborate with other professionals in case management (Program Standard 4, SLP Standard 7)
- c. Provide counseling regarding communication and swallowing disorders to clients, families, caregivers, and relevant others (SLP Standard 5)
- d. Adhere to the ASHA Code Of Ethics and behave professionally (Program Standard 2)

In addition, CD 672A or CD672B may contribute skill demonstration information towards the following KASA standards for Speech-Language Pathology:

- IV-B. Skills in oral and written or other forms of communication sufficient for entry into professional practice
- IV-F. Experience with client populations across the life span and from culturally/ linguistically diverse backgrounds... must include experience with client populations with various types and severities of communication and/or related disorders, differences, and disabilities (Program Standard 3, SLP Standard 2)

Required Readings

- Externship Manual
- Reading assignments posted on Moodle
- Other Readings may be assigned at the discretion of the instructor or clinical supervisor.

Recommended Readings

A comprehensive medical dictionary

Course Requirements and Evaluation

Students enrolled in CD 672A or CD 672B must meet all pre-requisite requirements. Students must also be in good academic standing, and have current Clinical Privileges.

In addition, students enrolled in 672A or 672B must complete an application, be approved for externship by their advisor and CD 672A/B instructors, and attend an orientation session prior to being placed.

Students must report for externship training on the agreed upon days and times, and adhere to all regulatory requests from the accepting facility. This includes CPR certification, attendance at any mandated orientations and training, physical examinations, fire class certifications, dress code, background checks, TB and drug clearances, etc.

Students must also participate in group discussions of externship-related topics on the course Moodle site. Credit is assigned for participation in group discussions.

CD 672A Requirements

- Throughout the semester, externs are required to make three discussion board postings regarding their externship experiences. These postings are to be entered on the course Moodle site, and are to be related to the posted, relevant question.
- Each discussion board posting will be graded for appropriateness to topic, completeness of thought, grammar and spelling, and contribution to the overall discussion of externship experience.

CD 672B Requirements

- Students are required to work in groups to complete a case study assignment.
- The case study analysis will be submitted through the Moodle site and will be graded for appropriateness to topic, completeness of thought, grammar and spelling, and contribution to the overall discussion of clinical competence.

Students and externship supervisors will be provided with an externship manual, supervision guidelines, a midterm and a final assessment form, a Log of Clinical Hours, Records of Client Contact Hours, Record of Diversity, Disorders and Procedures, and a student evaluation of the externship site. All ASHA and University regulations with regard to supervision and evaluation are to be followed.

Evaluation

- a. Students progressing through off-site clinical practica are assessed using the Externship Evaluation Form (EEF) as one formalized procedure for measuring Student Learning Outcomes. Externship supervisors will submit their final assessment forms directly to the CD 672 A/B instructor by the last day of clinical instruction at the end of the externship semester.
- a. University instructors take into account the recommendations from the off-site supervisors and all other assignments when assigning grades.
- b. Students who are being held over past the last day of clinical instruction will receive a grade of Incomplete until all course requirements are met:
 - Minimum number of hours of face to face clinical experience as required by ASHA, within a 10-12 week externship
 - All course objectives met for the specific clinical externship site

The instructor of the course also will initiate email contacts with externs throughout the semester. When the course instructor requests response from the student extern, students are expected to respond to email request within a 48 hour time period ("Credit"). Failure to respond within this time period will result in a ("No Credit") evaluation. Email "assignments" are calculated into the professionalism section of the EEF and factored into the overall course grade.

Requests for an Incomplete (I)

Requests for a grade of incomplete ("I") must conform to University policies. Among other requirements, an "I" is possible only for instances in which a student is demonstrating passing work in the class.

Grading

All students successfully completing all course requirements will receive a grade of “Credit,” which earns students 3 units of credit. Any student who earns a course grade of “No Credit” will not receive the 3 units associated with the specific course in which s/he was enrolled. Students who earn a course grade of “No Credit” may repeat the course(s) (672A or 672B) one time.

CD 672A orientation quizzes, discussion board postings, case studies and final evaluation/supervisor grade recommendation

A	135-150 (Credit)
B	120-134 (Credit)
C	105-119 (Credit)
D	≤ 104 (No Credit)

CD 672B Case Study

A	45 – 50 (Credit)
B	40 – 44 (Credit)
C	35 – 39 (No Credit)
D	≤ 34 (No Credit)

Academic Honesty

Every member of the academic community at California State University Northridge is expected to act with honesty and trustworthiness. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog.

In addition, students in the ASHA-accredited Communication Disorders and Sciences major must also conform to the ASHA Code of Ethics and Scope of Practice documents, as well as the State of California Speech Pathology and Audiology License Board regulations.

Attendance and Participation

All students are expected to attend all externship assignments and class meetings, and to participate on the Discussion Board. Students should report for their externship each day, ready to work.

Special Needs

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

Service Objectives

Students in CD 672 A/B will be providing speech-language services to the clientele of their assigned professional setting. In addition, the students will be earning face to face clinical clock hours of experience as required by ASHA. Students will be supervised by licensed and certified professionals, as required by the university and by ASHA. Students’ work will be monitored, and regular feedback will be provided to each student at least twice during the course of the semester.

Course-Specific Expectations

Students are responsible for arranging transportation to the externship site at their own expense. Students will need to successfully interview and apply for placement with an off-campus externship site selected by the Department of Communication Disorders and Sciences. Students will be expected to keep records of all client contact hours at the externship site, adhere to the rules and policies of the externship site, and meet all standards of practice as articulated under the state license law and certification training standards of the American Speech-Language-Hearing Association. In addition, students are expected to adhere to all University guidelines and limitations as indicated on the Student Responsibilities form.

Student Behavior at Externship Site

Students must follow all rules while at their assigned externship site. If a student violates a rule or regulation at an externship site and the site decides that the student cannot stay, the student will be returned to the University. The University does not have an obligation to place the student at another site. The student will receive a grade of No Credit for the course.

Tentative Semester Schedule Outline: Specific due dates to be assigned at the beginning of each semester.

WEEK	ASSIGNMENTS
1-2	▪ Orientation Quiz ▪ Submit Supervisor Nomination Form ▪ Submit Externship Schedule Form ▪ Submit Site Information Form
5	Posting Assignment #1
6	Midterm Evaluation
7	Posting Assignment #2
10	Case Study Assignment
11	Posting Assignment #3
12	▪ Final Evaluation ▪ Final Paperwork

Performance Evaluation

Evaluation has been finalized and cannot be edited. (Except by an admin.)

Supervisor: Undergraduate Supervisor,

*Student: Doe, Jane

*Site: Undergraduate University

*Evaluation Type: Final

*Semester: 2016 Summer

*Course number: Advanced Practicum II

*Patient population:

- ☒ Young Child (0-5)
- ☒ Child (6-17)
- ☒ Adult (18-64)
- ☐ Older adult (65+)

Client(s)/Patient(s) Multicultural Aspects (check all that apply): [\[?\]](#)

- ☒ Ethnicity
- ☒ Race
- ☒ Culture
- ☒ National origin
- ☐ Socioeconomic status
- ☐ Gender identity
- ☐ Sexual orientation
- ☐ Religion
- ☒ Exceptionality
- ☐ Other

Client(s)/Patient(s) Linguistic Diversity (check all that apply): [\[?\]](#)

- ☒ English
- ☒ English Language Learner
- ☐ Primary English dialect
- ☐ Secondary English dialect
- ☒ Bilingual
- ☐ Polyglot
- ☐ Gender identity
- ☒ Sign Language (ASL or SEE)
- ☒ Cognitive / Physical Ability
- ☐ Other

Save

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- | | |
|-----------------|----------------|
| 1 - Not evident | 4 - Adequate |
| 2 - Emerging | 5 - Consistent |

3 - Present

Session times out in: 1:39:00

* If n/a, please leave space blank

Evaluation	Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a; CTC-SLP4, 5) SLP 4b									
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b; CTC-SLP4, 5) SLP 4a									
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c; CTC-SLP4)									
4. Administers and scores diagnostic tests correctly (std V-B, 1c; CTC-SLP4) SLP 4c									
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d; CTC-SLP4)									
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C; CTC-SLP2) SLP 2d									
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e; CTC-SLP4) SLP 4e									
8. Makes appropriate recommendations for intervention (std V-B, 1e; CTC-SLP7) SLP 7b									
9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f; CTC-SLP7)									
10. Refers clients/patients for appropriate services (std V-B, 1g; CTC-SLP7)									
Score totals:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									
Comments:									

Save

Intervention	Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a; CTC-SLP5)									

2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b; CTC-SLP5)						Session times out in: 1:39:00			
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c; CTC-SLP5)									
4. Sequences tasks to meet objectives (CTC-SLP5)									
5. Provides appropriate introduction/explanation of tasks (CTC-SLP5)									
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d; CTC-SLP5) SLP 5d									
7. Uses appropriate models, prompts or cues. Allows time for patient response. (std V-B, 2e, CTC-SLP3)									
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; CTC-SLP3)									
9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)									
10. Identifies and refers patients for services as appropriate (std V-B, 2g; CTC-SLP3) ?									
Score totals:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									
Comments:									

Save

Professional Practice, Interaction, and Personal Qualities	Score
1. Possesses foundation for basic human communication and swallowing processes (std IV-B; CTC-SLP3) SLP 3a	
2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F; CTC-SLP3)	
3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G; CTC-SLP7)	
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a; CTC-SLP5) SLP 3b	
5. Establishes rapport and shows sensitivity to the needs of the patient (std V-A)	
6. Uses appropriate rate, pitch, and volume when interacting with patients or others. (std V-A)	
7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c; CTC-SLP5)	
8. Collaborates with other professionals in case management (std V-B, 3b; CTC-SLP7) SLP 7a	
9. Displays self-initiation in the therapeutic process and seeks and applies additional methodologies	

10. Displays effective oral communication with patient, family, or other professionals (std V-A; CTC-SLP5) SLP 5c		Session times out in: 1:39:00
11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d; CTC-SLP5)		
12. Assumes a professional level of responsibility and initiative, and follows all site requirements		
13. Demonstrates openness and responsiveness to clinical supervision and suggestions (Std V-A)		
14. Demonstrates self-evaluation and reflections; effectively analyzes own clinical behavior with respect to impact on client's behavior.		
15. Personal appearance is professional and appropriate for the clinical setting		
16. Displays organization and preparedness for all clinical sessions and manages clinical session time SLP 4d		
17. Effectively partners with interpreters and/or translators when necessary (CTC-SLP 4)		
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>		
Comments:		

Save

Professional Writing Skills (std V-A)	Score
1. Displays effective written communication for all professional correspondence (std V-A; CTC-SLP5)	
2. Format and identifying information is correct.	
3. Revisions are submitted in a timely manner and incorporate suggested edits.	
4. Writing is concise, grammatically correct and uses appropriate wording and terminology.	
5. Report writing is clear and well organized, effectively describing the presenting problem and results.	
6. Report writing shows integration of information from evaluation through present treatment in a logical order with accurate interpretation and conclusions.	
7. Creates diagnostic or daily plans.	
8. Daily documentation is accurate and timely.	
9. Interprets results of testing and/or summary of progress to make appropriate recommendations and referrals.	
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>	
Comments:	

Save

Additional Required Clinical Skills	Score
1. Participates in progress monitoring and decision making regarding eligibility and services (CTC std 5) PD 5c	

2. Uses formal and informal assessment to evaluate students needs and strengths for the purpose of making accommodations, modifications, instructional decisions and on 5)	
3. Participates as a team member and/or case manager for the IFSP/IEP and/or transition planning (CTC std 7, 8) PD 8a	
4. Exhibits proficiency in screening and evaluation using least biased testing techniques and methodologies for assessing culturally and linguistically diverse populations (CTC SLP std 4) SLP 4c	
5. Manages client behavior through the use of appropriate reinforcement, feedback, and modifications in the school and clinical settings (std V-B, 2e, CTC SLP std 5)	
6. Follows all legal requirements of the IFSP/IEP/transition planning process (CTC std 8)	
7. Uses a variety of school-based service delivery models, including but not limited to: push-in, groups, classroom consultation, and/or collaboration, and co-teaching (CTC SLP std 5, 7) SLP 5b	3.00
8. Uses curriculum materials commonly used in a school's core curriculum in services delivery models employed (CTC SLP std 5)	4.00
9. Consults with teacher, other personnel, and families during the prevention, assessment and IEP process (CTC SLP std 7)	5.00
Total number of items scored: 3 Total number of points: 12 Section Average: 4	
Comments:	

Save

Please comment on the student's strengths and weaknesses in the areas of clinical knowledge, clinical performance, and personal characteristics as they contribute to overall clinical performance (optional). :

Do you recommend this student advance to their next clinical rotation? (Please specify "yes" or "no").:

Are the student's weaknesses indicative of a lack of knowledge or skills that, in your opinion, will require a remedial program? (Please specify "yes" or "no").:

If a remedial plan is recommended, please provide suggestions for skills areas in need of remediation.:

Total points (all sections included): 12 Adjustment: 0.0
divided by total number of items 3
Evaluation score: 4
Letter grade B
Quality points: N/A

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name: Jane Doe

Date reviewed: 8/6/16

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

*Supervisor name: Undergraduate Supervi *Date completed: 8/6/16

Session times out in: 1:39:00

☒ Final submission (if this box is checked, no more changes will be allowed!)

Save

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the [ASHA Web site](#) to access the standards in their entirety.

© 2010 Calipso, LLC

CD 672 AB Advanced Clinic Linking Document

<u>CTCPD</u>	Page #
Standard 5c -	A:9
Standard 8a -	A:10

<u>CTCSLP</u>	
Standard 2d -	A:7
Standard 3a -	A:8
Standard 3b -	A:8
Standard 4a -	A:7
Standard 4b -	A:7
Standard 4c -	A:10
Standard 4d -	A:9
Standard 4e -	A:7
Standard 5b -	A:10
Standard 5c -	A:9
Standard 5d -	A:8
Standard 7a -	A:8
Standard 7b -	A:7