

SYLLABUS – COMD 6200
INTERNSHIP IN PUBLIC SCHOOLS – SLP

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Department Website: <http://comd.usu.edu/>

Course Credit: 3-5 credits (Variable)

Course Overview

This course is designed to provide graduate students in speech-language pathology (SLP) with a quality clinical internship involving assessment and intervention to individuals in the school setting from culturally/linguistically diverse backgrounds that present with various types and severities of speech-language disorders. The prerequisite requirement for COMD 6200 (Internship in the Public Schools-SLP) is successful graduate standing in the Speech-Language Pathology program of the USU Department of Communicative Disorders & Deaf Education (COMDDE).

To ensure that students acquire the skills necessary to graduate and be considered Clinical Fellowship (CF) ready, the *Skills Outcomes* from the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology guide the clinical practicum experiences. Specific standards addressed from the ASHA Knowledge and Skills Acquisition (KASA) Document for Certification in Speech-Language Pathology (see: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>) are:

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

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

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

2. *Intervention*
 - a. *Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.*
 - b. *Implement intervention plans (involve clients/patients and relevant others in the intervention process).*
 - c. *Select or develop and use appropriate materials and instrumentation for prevention and intervention.*

- d. *Measure and evaluate clients'/patients' performance and progress.*
 - e. *Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.*
 - f. *Complete administrative and reporting functions necessary to support intervention.*
 - g. *Identify and refer clients/patients for services, as appropriate.*
3. *Interaction and personal qualities*
- a. *Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.*
 - b. *Collaborate with other professionals in case management.*
 - c. *Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.*
 - d. *Adhere to the ASHA Code of Ethics and behave professionally.*

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

Course Objectives

1. The student will complete a program of study that includes an internship in the school setting. The internship will consist of supervised clinical experiences sufficient in breadth and depth with client populations from culturally/linguistically diverse backgrounds and various types and severities of communication impairments to achieve the skills outcomes in Evaluation (V-B1), Intervention (V-B-2), and Interaction and Personal Qualities (V-B-3) categories (see above).

These skills are to be demonstrated in the following major disorder areas specific to the school setting:

- **Articulation**
- **Fluency**
- **Voice and resonance**, including respiration and phonation
- **Receptive and expressive language** (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- **Hearing**, including the impact on speech and language
- **Swallowing** (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- **Cognitive aspects of communication** (attention, memory, sequencing, problem-solving, executive functioning)
- **Social aspects of communication** (including challenging behavior, ineffective social skills, lack of communication opportunities)
- **Communication modalities** (including oral, manual, augmentative, and alternative communication techniques as assistive technologies)

2. The student will demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice (e.g., clinical reports, progress reports, Individualized Educational Plans, etc.) (Standard V-A).

Evaluation

1. Students enrolled in COMD 6200 will receive an academic letter grade and a clinical competency rating at both the midterm and at the end of the semester. The grade is based on direct clinical performance (evaluation, intervention, and/or counseling regarding communication disorders), written communication with respect to the school placement, and interaction, personal, and professional skills.

The midterm and final clinical evaluation assessments will be completed by each student's off-campus school supervisor(s) and entered online through CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations), a web-based application used by the COMDDE Department to manage key aspects of academic and clinical education for SLP. The clinical competency rating for each KASA skill assessed on the midterm and final evaluation form is as follows for graduate students on the CALIPSO site:

RATING KEY / DESCRIPTORS FOR STANDARDS V-B1, V-B-2, V-B3, V-A

- 5 = Exceeds Performance Expectations.** Adequately and effectively implements the clinical skill/behavior. Demonstrates independent and creative problem solving.
 - 4 = Meets Performance Expectations.** Displays minor technical problems which do not hinder the therapeutic process. Minimum amount of direction from supervisor needed to perform effectively.
 - 3 = Moderately Acceptable Performance.** Inconsistently demonstrates clinical behavior/skill. Exhibits awareness of the need to monitor and adjust and make changes. Modifications are generally effective. Moderate amount of direction from supervisor needed to perform effectively.
 - 2 = Needs Improvement in Performance.** The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively.
 - 1 = Unacceptable performance.** Specific direction from supervisor does not alter unsatisfactory performance.
- N/A=Not applicable / not yet begun**

No incremental grading will be used for second year graduate class status. Criteria for academic letter grades are listed below:

93-100 = A	77-79 = C+
90-92 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	67-69 = D+
80-82 = B-	63-66 = D
77-79 = C+	ETC.

Professionalism: Students enrolled in COMD 6200 are expected to perform their clinical assignments in a professional manner at all times. Unprofessional clinical behavior, as measured by KASA and the professionalism rubric (see SLP Standard Operating Procedures Manual), may result in the lowering of the student's clinical grade for the semester. Absences and tardiness are considered crucial professional skills. Students are expected to contact their site supervisor in the event that an emergency arises that would cause the student to be late for or absent from his/her clinical assignment. Unexcused absences/tardiness will be reflected in the student's professionalism rubric and in his/her final grade.

Each student will be provided with an opportunity to demonstrate required knowledge and skill development. These knowledge and skills will be assessed as delineated in the syllabus (see evaluation section). ASHA has specified that in order to be competent, the student must achieve a level of 80% or better on each KASA item. For students who receive a grade of C+ or lower (<80%) at the time of the midterm or final grading, refer to the Department's "Knowledge and Skills Acquisition (KASA) Competency and Remediation in the SLP Graduate Program" policy (<http://comd.usu.edu/htm/policies>). A remediation plan will be implemented for the student with collaboration from both the on-site school supervisor and the university supervisor regarding deficit competency areas to be achieved by the end of the semester.

Graduate students enrolled in the Department's clinical education courses are required to meet the Graduate Student Grade Policy posted on the Department's website at <http://comd.usu.edu/htm/policies>. As part of this policy, the Department will not accept diagnostic or treatment clock hours for which the student obtains a grade of C+ or lower at the end of the practicum.

All second year graduate students should attain a minimum score of 3.5 on clinical skills listed in evaluation, intervention, and interaction/personal/professional areas at the completion of their graduate program (see CALIPSO Cumulative Clinical Evaluation report).

Expectations

1. Students will be expected to adhere to the ASHA Code of Ethics in all of their professional clinical practica experiences (see <http://www.asha.org/uploadedFiles/ET2010-00309.pdf>) (Standard IV-E). All students will be expected to wear their name badges during their school internships.
2. Students will complete the school internship according to the requirements of the Department and the School Site. Following an initial orientation/observation period at the site, the student will be directly involved in providing evidence-based assessment, treatment, and related activities to assigned clients supervised in real time by his/her on-site ASHA-CCC supervisor not less than 25% of the student's total contact time with each client. Supervision will take place periodically throughout the practicum and should be adjusted upward of the 25% minimum whenever the student's level of knowledge, skills, and experience warrants. The student will use the written or verbal feedback from the on-site supervisor to continue to increase his/her clinical competencies throughout the internship.
3. Students will enter their clinical clock hours at the conclusion of the semester. The clock hours will be entered online through the CALIPSO website. The assigned off-campus school supervisor will verify and approve clinical clock hours entered in CALIPSO within one week from student submission. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has interpreted the clock hour to be 60 minutes. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum clock hours.
4. Students will complete a Supervisor Evaluation Form for each supervisor at the end of the semester. This form should be completed on the CALIPSO website.
5. All student clinicians are expected to have read and to follow the policies and procedures outlined in the USU Department of Communicative Disorders and Deaf Education Standard Operating Procedures Manual for Speech-Language Pathology, as well as the Student Teaching Supervisor Manual (both located on Canvas course COMD 6200). Additionally, students will be expected to read and adhere to the policies and procedures of each internship site in which they are completing clinical practica (e.g., HIPAA, FERPA, infection control, immunizations, professional dress, work schedules).

Course Fee

Students are required to pay a course fee of \$80.00 at the time of their registration for the COMD 6200 course. The student teaching fee will be paid by the Department to the school SLP who supervised the student's clinical work, upon completion of the internship.

Required Readings

USU Department of Communicative Disorders & Deaf Education Standard Operating Procedures Manual for Speech-Language Pathology (see Canvas, COMD 6200)
USU Public School Supervisor Manual, Speech-Language Pathology (see Canvas, COMD 6200)
American Speech-Language-Hearing Association (2014). 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (available online at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>).

American Speech-Language-Hearing Association (2010r). *Code of Ethics* [Ethics].
<http://www.asha.org/uploadedFiles/ET2010-00309.pdf>

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge \(Links to an external site.\)](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/> (Links to an external site.)

Disability related resources for current students:

- [DRC Student Handbook \(Links to an external site.\)](#)
- [Deaf and Hard of Hearing Student Handbook \(Links to an external site.\)](#)
- [Disability Related Scholarships \(Links to an external site.\)](#)
- [Campus Resources \(Links to an external site.\)](#)
- [Documentation Guidelines \(Links to an external site.\)](#)
- [Online Resources for Students with Disabilities \(Links to an external site.\)](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: [http://www.usu.edu/studentservices/ \(Links to an external site.\)](http://www.usu.edu/studentservices/), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: [http://www.usu.edu/ususa/legal/ \(Links to an external site.\)](http://www.usu.edu/ususa/legal/), 435.797.2912, TSC 340,
- Access and Diversity: [http://www.usu.edu/accesscenter/ \(Links to an external site.\)](http://www.usu.edu/accesscenter/), 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: [http://www.usu.edu/accesscenter/multiculture/ \(Links to an external site.\)](http://www.usu.edu/accesscenter/multiculture/), 435-797-1728, TSC 315
- LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/ \(Links to an external site.\)](http://www.usu.edu/accesscenter/lgbtqa/), 435-797-GAYS, TSC 314
- Provost’s Office Diversity Resources: [http://www.usu.edu/provost/faculty/diversity/ \(Links to an external site.\)](http://www.usu.edu/provost/faculty/diversity/), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:

[http://www.usu.edu/studentservices/studentcode/ \(Links to an external site.\)](http://www.usu.edu/studentservices/studentcode/)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances \(Links to an external site.\)](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.