

**MedSLP Program**  
**SPHSC 554A: Advanced Clinical Practicum Syllabus**  
**Autumn 2020**

**Fieldwork Placement Coordinator**

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Class Meeting: Wednesday, every other week from 8:30-9:20am (online)  
Office hours: By appointment, also offered every other Wednesday  
Website: <https://canvas.uw.edu/courses/1417565>

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**Practicum Overview**

This practicum provides students with information about current diagnostic and treatment approaches for a variety of speech, language, cognitive-communication and swallowing disorders across the lifespan, and focuses on transitioning students from the highly structured context of the UW Speech and Hearing Clinic to offsite, community settings.

The practicum emphasizes practical learning opportunities and the application of speech-language pathology knowledge, skills, and values to specific populations and settings. Students work directly with patients/families/caregivers under the supervision of a WA state licensed and ASHA certified speech-language pathologist to develop and refine their clinical knowledge and skills. Practical application of assessment and intervention approaches can involve any of the following disorder areas:

- Speech Sound Production
- Voice and Resonance
- Hearing
- Cognitive Aspects of Communication
- Augmentative and Alternative Communication Modalities
- Fluency and fluency disorders
- Receptive and Expressive Language
- Swallowing/feeding
- Social Aspects of Communication

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**Learning Objectives**

Students will develop and refine their clinical knowledge and skills in:

- Evaluation: chart reviews, interviews, screenings, diagnostic plan development and execution, adaptation of plans and measure, analysis and synthesis of data, formulation of reports, verbal summaries and recommendations, and referrals
- Intervention: establishing and implementing treatment goals, writing objectives, assembling appropriate materials, data collection and analysis
- Interaction/Personal Qualities: interpersonal sensitivity, collaboration with other professionals and caregivers, counseling, ethics and professionalism
- Communication: oral and written communication skills

## Text

There is no required text. Students engage in weekly clinical interactions with their supervisor and are provided with examples, models, handouts, articles, etc. as appropriate.

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## Practicum requirements

### 1. Participation and attendance in practicum experience

- Complete all prerequisites for assigned offsite placements as communicated. Students will access Typhon to review information about their site and placement each quarter.
- Unless notified of other arrangements:
  - Autumn, Winter and Spring / attend the practicum site 16-20 hours per week for the 10 weeks of the quarter.
  - Summer / attend the practicum site ~40 hours per week for the full 9 weeks of the quarter.
- Mondays, Tuesdays, and Thursdays are available for scheduling during Autumn, Winter, and Spring quarters to allow for some flexibility in finalizing the schedule. Students need to be prepared to shift days if required to accommodate site and/or patient needs.
- At the beginning of the quarter, request leave from site supervisor and the Fieldwork Placement Coordinator (FPC) in order for any planned absences to be considered excused.
- In the event of illness, notify BOTH the offsite supervisor and the FPC of an absence.
- Work at the practicum site during finals week to make up necessary practicum hours and complete final paperwork and reviews as needed, per supervisor discretion.
- Adhere to the schedule and clinical assignments specified by the UW/supervisor. Client/patient schedules can change in the field and students will work directly with supervisors to accommodate these situations

### 2. Completion of clinical reviews and clock hours documentation

- Complete an official **midpoint Student Clinical Evaluation** with your offsite practicum supervisor during **week 5** of the quarter.
  - The fieldwork team will send a reminder to supervisors, but it is your responsibility to coordinate a specific meeting time AND communicate the review date and time to the FPC once scheduled.
  - Students bring a Typhon Case Log report summary to supervisor for verification of hours to date.
  - Students need to notify the FPC of any circumstances in which this review does not occur.
- Complete a **midpoint meeting** with the FPC *after* you've completed your midpoint review. The purpose is to discuss your clinical experiences and progress at this site. A sign-up link will be emailed to you.
  - This meeting should occur no later than **week 7** during Fall, Winter and Spring quarters, and no later than **week 6** during Summer quarter.
  - Students are responsible for bringing their practicum documentation, including clinical clock hours to date.
- Complete a **final Student Clinical Evaluations** with your offsite practicum supervisor during the **last week of the quarter** or finals week.
  - The fieldwork team will send a reminder to supervisors, but it is your responsibility to coordinate a specific review meeting on or before the last day of the quarter AND communicate the review date and time to the FPC once scheduled.
  - Students will bring Typhon Case Log report summary to supervisor for verification of hours to date.
  - Students need to notify the FPC of any circumstances in which this review does not occur.

### 3. Documentation/organization of Offsite Materials

- Maintain updated Typhon profile and compliance requirements:
  1. Immunizations
  2. Adult and Child BLS CPR/CPR for Healthcare workers
  3. Background check
  4. HIPAA training
  5. Bloodborne Pathogens
- Please note that failure to maintain current documentation of clinical compliance requirements, per the new student guide, can result in a temporary stop to clinical placements until such time as documentation requirements are met.
- Access and use the information and materials on the Fieldwork website. These materials include but are not limited to: syllabus, clinical learning expectations, class assignments, and the general information and procedures document.
- Maintain electronic and/or hard copies of the following for your records:
  - a. Student Clinical Evaluations (maintained on Typhon)
  - b. Clinical clock hour documentation (hard copy and on Typhon)
  - c. Graduate Student Clinician Learning Profile (electronic)

### 4. Completion of Assignments

- Clinical Learning Profile (Due 1<sup>st</sup> week of the quarter)
  - a. Upload to Typhon
  - b. Share with your supervisors at each placement
- Learning Contract (Due 1<sup>st</sup> week of the quarter)
  - a. Complete with your supervisors at each placement
  - b. Upload to Typhon by the end of the 2<sup>nd</sup> of each quarter
- Online Discussion/Reflections
  - a. See details on Lecture information page of this document.

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## ASHA Hours

**Covid-19 Updates: Please see the [ASHA update from CAA and CFCC](#) on supervised clinical experiences. As well as the CFCC [details on supervision](#) that have been extended through June 30, 2021. These details offer information such as the allowance that unlimited hours may now be obtained through telepractice. Multiple students may also be on the same telepractice session and may each earn the full hour. For clinical educators, they have delayed enforcement of the additional supervisory CE requirements for clinical educators until January 1, 2021.**

As you all know, part of your program involves supervised clinical experiences that involve “direct client/patient contact.” Direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. During each clinical rotation there are several ways that you can acquire these experiences to meet this requirement.

Most of your experience will be your individual clinical sessions during a scheduled treatment or evaluation for speech, language, voice, swallowing, cognition and communication. Another activity that meets the “direct contact” requirement is in conferences where you gain and share information as part of either a family/caregiver training, home exercise plan development, or treatment/evaluation conference (i.e., where you engage in counseling related to a diagnosis, a risk assessment, and any associated recommendations/referrals).

An additional source of ASHA direct contact hours can come from participation in treatment, evaluation or counseling activities conducted by an allied health professional or you with your client in a community setting. One example of this is a **structured communication sampling** usually conducted while another clinician engages in a conversation or conducts a group treatment session with YOUR CLIENT and generates data to help you evaluate communication skills/measure treatment progress for that client. For this to count for ASHA direct contact hours, this activity needs to be part of a clinical process that generates a clinical outcome. Typically, this outcome is either a diagnosis, data towards a short-term goal, or assisting with communication strategy training with a community partner.

These activities only count as direct ASHA hours if they generate data that contribute to the diagnosis/risk assessment; are incorporated into the treatment notes or report; and are discussed and debriefed with your supervisor. An example of this would be an observation of an occupational therapy session that generated a spontaneous language sample, plus specific data on how well your client followed one and two-step directions (e.g., 65% correct without a model, 90% correct with a model) – data that then became part of your communication report, and helped you shape your diagnostic/treatment decision. Another example would be an observation of your client’s use of communication repair strategies during a community outing or group intervention using a structured checklist, again incorporated into your evaluation/treatment report about that client, providing information about the client’s performance in more than one setting. Importantly, this data collection needs to be tied to a specific **client that you are already evaluating/treating**. A simple way to think of this is that if the activity does not generate data that becomes part of a written product that ends up in your client’s chart, it is not meeting ASHA requirements.

Some activities DO NOT count as ASHA direct contact hours (i.e. Typhon clock hours), but are equally as important for your learning. These activities include completing a chart review on your evaluation client; planning your evaluation (including meetings with your supervisor and other preparation activities with your team); analysis of data; writing of reports; training activities (like SFE practice or interview role play); or collaboration with members of your client’s interdisciplinary team (e.g. conference calls with community SLPs, MDs, OTs, PTs, etc.) without the client present. Another important learning activity that you should take advantage of at your clinical sites that DOES NOT count towards ASHA direct contact hours is the observation of clinical sessions conducted by allied health professionals to learn about their processes and scope of practice with clients not connected to your caseload.

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## Evaluation and Grading (CR/NC)

This practicum is graded as CR/NC. Students must complete ALL the outlined requirements in order to receive credit. None of the requirements are optional. Extensions for special circumstances may be granted, but you must request this type of extension at least one week before the assignment is due. Assignments will not be accepted after the due date without prior approval and an additional/comparable assignment will be given to the student to complete. This will be coordinated on an individual basis. Personal emergencies which cannot be anticipated, for example sudden illness or family emergency, will also be handled on a case-by-case basis. Please notify me of the emergency and the solution you would like to request as soon as you can.

1. **Practicum Participation/Attendance:** Complete offsite practicum requirements, demonstrate appropriate knowledge and skill development for the practicum assignment, and complete requisite number of onsite hours per week at practicum.
  - a. Students are required to complete 16-20 onsite hours per week (this will vary in cases of telepractice) for this practicum in the Autumn, Winter and Spring and ~40 onsite hours per week during the Summer.
  - b. Students will be jointly evaluated by their practicum supervisor and the UW FPC using the Student Clinical Evaluation (SCE) as a guide. This form identifies and focuses on the ASHA requirements for knowledge and skills, and facilitates the evaluation of students across the specified clinical domains using a rating continuum. Failure to meet the minimum requirements for onsite hours and/or clinical performance expectations for the practicum will result in a grade of “No credit”. (See section on Remediation for Sub-standard Performance for additional information)
  
2. **Clinical Reviews and Documentation:** Complete clinical reviews and related documentation by deadlines.
  - a. Complete a midpoint and final evaluations with your Clinical Supervisor
  - b. Conduct a midpoint and final meetings with the UW FPC
  - c. Maintain detailed clinical hours online
  - d. Complete requested Surveys to provide feedback regarding your placements
  - e. Maintain, access and disseminate all required documentation for clinical offsite practicum experiences as needed (e.g., clock hours, evaluations, background checks, immunizations, etc.)

### **ASHA Standards for Certification in Speech-Language Pathology (KASA)**

This course relates to one or more of the following standards:

Standard	General Area	Disorder Area or Aspect
IV-B Knowledge	Basic Human Communication	Biological Neurological Acoustic Psychological Developmental Linguistic and Cultural Bases
IV-C Knowledge	Knowledge of Disorders	Articulation Fluency Voice and Resonance, including respiration and phonation Receptive & Expressive Language Hearing Swallowing Cognitive Aspects of Communication Social Aspects of Communication Augmentative & Alternative Communication Modalities
IV-D Knowledge	Knowledge of Current Principles and Methods	Skills referred to in this standard are applicable across the nine major areas listed in Standard IV-C
IV-E Knowledge	Knowledge of Ethical Conduct	Principles and rules of ASHA Code of Ethics
IV-F Knowledge	Knowledge of Research and Evidence-Based Practice	Processes used in research and the integration of research principles into evidence-based clinical practice

IV-G Knowledge	Knowledge of Contemporary Professional Issues	Trends in professional practice, ASHA practice policies and guidelines
V-A Skills	Oral & Written Communication	Effective communication skills for technical, professional, and client/patient interactions
V-B Skills	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>a. Conduct screening and prevention procedures (including prevention activities).</li> <li>b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, including other professionals.</li> <li>c. Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures.</li> <li>d. Adapt evaluation procedures to meet client/patient needs.</li> <li>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</li> <li>f. Complete administrative and reporting functions necessary to support evaluation.</li> <li>g. Refer clients/patients for appropriate services</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> <li>d. Measure and evaluate clients'/patients' performance and progress.</li> <li>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>f. Complete administrative and reporting functions necessary to support intervention.</li> <li>g. Identify and refer clients/patients for services as appropriate.</li> </ul> <p><b>Interaction &amp; Personal Qualities</b></p> <ul style="list-style-type: none"> <li>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>b. Collaborate with other professionals in case management.</li> </ul>	Skills referred to in this standard are applicable across the nine major areas listed in Standard IV-C

	<p>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</p> <p>d. Adhere to the ASHA Code of Ethics and behave professionally.</p>	
V-D Skills	325 of 400 Clock Hours Completed While Engaged in Graduate Study	Applicable across the nine major areas listed in Standard IV-C & V-B
V-E Skills	Supervision is provided by individuals holding certification of clinical competence. Supervision must be at least 25% of student's total contact with client/patient.	Applicable across the nine major areas listed in Standard IV-C & V-B
V-F Skills	Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds	Applicable across the nine major areas listed in Standard IV-C & V-B

## Policies and Procedures for Remediation of Sub-standard Performance

During the course of the quarter, a supervisor may determine that a student is not performing as expected on required competencies. Guidelines for identifying, evaluating, and supporting students who are performing less than adequately include:

- a) Supervisors should identify, as early as possible, a practicum student whose performance is of concern. Problems identified by the supervisor should be shared with the student immediately.
- b) The student should be notified that the Student Progress Committee and Graduate Program Coordinator (GPC) will also be alerted to the academic progress concern.
- c) The supervisor should begin documenting a student's weaknesses/problems as soon as possible. Specific, detailed notes should be kept by the supervisor and shared with the student.
- d) A Plan of Improvement with specific goals should be developed with the student, with clear expectations for reaching these goals and receiving credit for the practicum experience. From midterm until the end of the quarter, the supervisor should keep detailed notes and the student should receive frequent, written feedback related to the Plan. The student of concern may be discussed at a Supervisors' meeting for the purposes of gathering ideas about how to best improve performance. Credit/no credit for the experience will be given based on the student's ability to reach the identified goals and required competencies.
- e) Students of concern will be discussed by the Student Progress Committee. A "0" maybe awarded in the progress point system even if a student eventually passes the practicum experience, but did not make independent and timely progress.
- f) An Incomplete (I) should be given only if a student cannot complete a practicum due to illness or some other emergency.
- g) If at any time during this process a student has concerns about the supervisor's evaluation; he/she should request an appointment with the Graduate Program Coordinator (GPC). A joint conference may be arranged with the GPC, supervisor, and student.

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### STUDENT ACCOUNTABILITY

As a student of UW Speech & Hearing Clinic, you are responsible for the information below including information on the included links to external websites. You must also adhere to all guidelines, policies, and procedures as outline in your Graduate Student Manual.

## **Religious Accommodations**

Washington state law requires that the University of Washington develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>.

## **Disability Access & Accommodations**

Consistent with federal and state law, the University of Washington and the Department of Speech and Hearing Sciences are committed to ensuring that otherwise qualified students with disabilities are provided with access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment.

- ❖ The Disability Resources for Students Office (DRS) is the contact point for students with permanent or temporary barriers, interested in requesting reasonable accommodations due to the effects of a disability.
- ❖ If you have a Letter of Accommodation from DRS indicating you have a disability that requires academic accommodations, please present the letter to me either electronically or in hard copy as soon as possible AND see me to discuss the specific accommodations you might need for this class.
- ❖ If you do not have a Letter of Accommodation, please contact Disability Resources for Students (DRS) as soon as possible to initiate the process for establishing academic accommodations due to a disability. Please note that accommodations may not be implemented retroactively, so timeliness in requesting accommodations is very important.

The DRS Office contact information is: 011 Mary Gates Hall, 206-543-8924 (voice), 206-543-8925 (TTY), [uwdrs@uw.edu](mailto:uwdrs@uw.edu), <http://www.disability.uw.edu>

## **Academic Integrity/Student Code of Conduct**

The UW Department of Speech and Hearing Sciences encourages an environment of academic integrity and mutual respect. Students at the University of Washington are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. Student are required to read and follow the academic and behavioral expectations, as identified in the UW Student Conduct Code (WAC 478-120) and the College of Arts and Sciences Student Academic Responsibility policy, in the classroom and in all coursework.

<http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/>

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

Plagiarism, cheating, theft, and other academic misconduct are serious violations of the Student Conduct Code and your contract as a student. It is rare for students in our program to plagiarize intentionally, but even unintentional plagiarism is considered misconduct. Your work must be your own unless you have been explicit permission for group work on an assignment. Any suspected cases of academic misconduct will be handled according to University regulations through the UW Community Standards and Student Conduct Office <http://www.washington.edu/cssc/>.

## **Essential Functions of Speech and Hearing Sciences Education**

Graduate students are expected to demonstrate skills in five essential areas throughout their education within the UW SPHSC Department. More information on these standards and requirements can be found here:

[https://sphsc.washington.edu/sites/default/files/documents/SPHSC\\_Essential%20Functions%20Document.pdf](https://sphsc.washington.edu/sites/default/files/documents/SPHSC_Essential%20Functions%20Document.pdf)

### **Diversity and Inclusion Statement**

The SPHSC department strives to create a climate that is inclusive and safe for all individuals. We believe that diversity of thought and experiences, along any continua, provide an essential foundation for learning. Our expectation is that everyone in our learning community will engage in respectful discourse/interaction to create a stimulating environment that fosters our goal of fostering excellence in educational experiences. If you experience any discomfort related to the climate in any course or learning environment you may have in this course or the University as a whole, we encourage you to share your concerns with course faculty, Student Services and/or the UW Office of the Ombud (206- 543-6028 or [ombuds@uw.edu](mailto:ombuds@uw.edu)). Our goal is to continually improve our ability to foster a stimulating, inclusive, and safe environment for all students, staff, and faculty.

### **Safety/Violence Prevention**

Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- ❖ Always call 911 if you or others may be in danger.
- ❖ Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- ❖ Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- ❖ Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at [www.washington.edu/alert](http://www.washington.edu/alert)
- ❖ For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus)

Lecture Syllabus: Autumn 2020

<b>Date</b>	<b>Lecturer</b>	<b>Topic</b>
9/30	kl	Prepare for week 1 of practicum: Learning profile, contract, program plan How to Typhon this year, set personal/clinical goals for quarter Address questions, updates due to Covid-19, etc.
10/7	NO CLASS	Office Hours by appointment Reading: Professional Communication ch. 1 ASSIGNMENT: Contribute to online discussion by 5pm on 10/7
10/14	kl	Answer questions re: onboarding, documents, etc. Discussion of first week: words to describe Site websites: review and utilize
10/21	NO CLASS	Office Hours by appointment Reading: Professional Communication ch. 2 ASSIGNMENT: Contribute to online discussion by 5pm on 10/21
10/28	kl	Week 3 check-in In-class writing/reflection Panel: Birth-to-3 topics Prep for midterm meetings: supervisor conversations
**11/4	kl	Issues: Opinions, best practice, ethics Panel: Acute and SNF topics Assignments for Winter Summer 2021 **consecutive class week due to holiday next week
11/11	NO CLASS	Veteran's Day
11/18	kl	Open topic day based on survey of class questions/interest topics Begin wrap-up tasks for fall placement Letters of Recommendation requests/thank you notes Panel: Voice and Outpatient clinics topics
11/25	NO CLASS	Office Hours by appointment Readings: Introduced last year, review with new lens: Professional Comm. ch. 13 ASSIGNMENT: Contribute to online discussion by 5pm on 11/25
12/2	kl	Final in-class writing/reflection Preparation for Winter quarter 2020 Class meeting plans for Winter
12/9	NO CLASS	Final 1:1 meetings will be scheduled this week and finals week