

**SOUTHERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS
COURSE SYLLABUS
CMD 569
ADVANCED CLINICAL PRACTICUM
SPRING 2019**

Advanced Clinical Practicum Seminar Instructor:

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Office Hours: by Appointment

Prerequisite Requirements:

CMD 527 Neurogenic Speech and Language Disorders
CMD 537 Cognitively-Based Communication Disorders in Adults
CMD 560, 561, 564 Speech and Language Practicum I, II, & III
CMD 627 Dysphagia

Course Description:

An advanced clinical practicum in speech-language pathology. Students are assigned to approved off-campus practicum settings including hospitals, rehabilitation settings, private practice, early intervention programs, home care or specialized educational programs. A minimum of 24 hours per week for is required at the assigned site or combination of sites.

Prerequisite(s): completion of all on-campus practica and departmental permission.

Course Objectives:

By the end of this practicum experience, each student will:

1. Use diagnostic tools effectively as demonstrated by choice of appropriate tests, procedures, and technology for use with people presenting with different communication disorders and cultural backgrounds, skillful administration of tests, and obtaining and recording accurate data.
(ASHA Standards V-B 1 a through d; 3a)
2. Accurately interpret test results and observations to determine the nature and extent of the presenting communication and/or swallowing problem as a basis for determining a prognosis, appropriate therapy, and appropriate referrals.
(ASHA Standards IV-C; IV-D; V-B 1-e through g)
3. Write functional, measurable short and long-term goals with clients/patients in concise, behavioral objective terms, determining appropriate type and level of therapy and accurately predicting pace and amount of work to be accomplished.
(ASHA Standards IV-C; IV-D; IV-F; V-B 2-a)
4. Complete all administrative and reporting functions necessary to initiate, sustain and end intervention and facilitate appropriate referrals.
(ASHA Standards V-B 2 f, g)
5. Conduct appropriate, functional treatment tasks with the client/patient and provide appropriate cueing as needed. Document progress; provide client/patient, family, and staff education.
(ASHA Standards IV-C; IV-D; IV-F; V-B 2 b through e, 3)

6. Employ appropriate clinical technology relevant to the diagnostic and treatment needs of individual client/patient.
(ASHA Standards V-B 2-c)
7. Adequately complete tasks related to overall client case management as judged appropriate by the supervising speech-language pathologist.
(ASHA Standards IV-E; IV-G, V-B 3-b)
8. Identify and describe fundamental components encountered in any medical setting, including dysphagia assessment and management, FEES, and MBSS, are implemented. (ASHA Standards: IV-C,D V-A,B1-f, 2-a,e,g)
9. Identify and describe Federal, state and private insurance rules, regulations, and correct coding initiatives/requirements, including ICD10, NOMS, and CPT. (ASHA Standards: IV-E,G,H; V-A, B2-a)

Course Requirements:

1. The student is required to participate a **minimum** of 24 hrs. per week (with exceptions per discretion of instructor) for a full semester, as arranged by the site clinical educator/clinical instructor(s) with the Advanced Clinical Practicum Seminar Instructor prior to initiating the clinical affiliation.
2. The student will operate within the professional protocol outlined in the Department of Communication Disorders Clinic Manual of Operation, as well as the policy and procedure manual of the affiliation site.
3. The student will be prepared to discuss his/her clinical performance, as well as patient/client behaviors and modifications pursuant to these behaviors, with the clinical instructor(s) during supervisory conferences.
4. The student will be on-time, in attendance and properly prepared for ALL practicum days and hours as assigned by site clinical instructor(s). The student will follow site specific attendance policies and procedures in the rare event that a student may be late or unable to attend assigned practicum days or hours due to emergency or significant illness.
5. The student may be required to present educational in-service and/or case presentation to the staff of the clinical affiliation site.
6. The student will be prompt in keeping appointments with patients, families, and other professionals.
7. The student will consistently complete assignments thoroughly, efficiently, with due dates observed, including case simulation assignments.
8. The student will complete *two or more simulated case studies*, one assigned by instructor and two chosen by student, with online assessment completion score of 80% or higher. Documentation of successful completion of these case studies will be turned to the Seminar Instructor by Friday, of the final week of the student's practicum.
9. Students will purchase a hard copy of the required dysphagia workbook as specified by Advanced Clinical Practicum Seminar Instructor and read it prior to the start of the practicum. Students will submit the following written assignment in a Word Document, via email to the Practicum Seminar Instructor by the end of the first week of their placement:

Dysphagia Workbook written assignment instructions:

After reading the dysphagia workbook, the student will identify and summarize the following:

- (1) three key aspects to providing and documenting a clinical swallowing evaluation
- (2) three key aspects to providing and documenting treatment of dysphagia and/or feeding.
- (3) three key concepts which the student identifies as new learning and how these concepts will impact clinical and/or professional practice patterns.

Mode of Instruction:

- Individual conferences with site clinical instructor(s)
- Scheduled observations and demonstration of clinical competencies
- Attendance at team or staff conferences and meetings

- Oral and written evaluation of clinical performance
- Mandatory scheduled on-campus seminars
- Self-guided study with simulation cases
- Required text readings and written assignment

Seminar:

Evening seminars will be held on-campus- day/dates to be determined by the Advanced Clinical Practicum Seminar Instructor. Attendance is mandatory. Topics relevant to advanced clinical practice and transition to professional practice to will be addressed through a combination of lecture and group discussion format. Guest speakers will present on specialized clinical and medical topics. Students will be asked to discuss cases or clinical issues of relevance to their practicum experience as requested. Students should be prepared to discuss site specific clinical challenges and engage in open discussion. Students may be asked to discuss written assignment.

Active listening, problem solving and engagement with guest speakers and Practicum Seminar Instructor is expected at this level. Attendance and participation will be reflected in the final grade.

Academic Honesty:

It is important that students learn and observe the conventions for citation of primary and secondary sources. Students will be expected to present sources verbally and in writing when discussing cases as appropriate.

Electronic Communication:

Students are requested to turn off all audible signals from cell phones and other communication devices during all seminar meetings, and to refrain from telephone conversations, text messaging, social media, e-mailing and internet surfing during seminar and supervisory meeting times. Emergency phone calls may be directed to voice mail and checked at appropriate break times. Violation of this protocol will have a negative impact on your practicum final grade. Please inform the Advanced Clinical Practicum Seminar Instructor or clinical instructor(s) if you are experiencing an emergency situation in which more immediate contact is necessary.

Cellular phone use at practicum site is strictly prohibited unless cleared for specific or emergency use by site personnel per site policies and procedures.

Cellular phones, laptop or personal computing devices will be utilized only for note taking purposes during seminars.

Clinical Reflective Journal:

A major goal for our student clinicians is to develop reflective practice and apply it to the clinical process. Throughout the five semesters of clinical practica, students are required to document how they acquire clinical knowledge and skills as mandated by ASHA and outlined by the Department of Communication Disorders at SCSU. The clinical reflective journal is one mechanism to help students achieve these two goals.

The clinical reflective journal (CRJ) is an ongoing log kept throughout the semester which contains clinical events, experiences, and ideas of the student's choosing that reveal how the student is developing knowledge, understanding and application of clinical skills. ***Most important is the inclusion of the student's writing about their inner dialogue and reflection regarding personal/professional learning and growth.*** Information about how to structure entries is included in the log itself.

Evidence-Based Practice (EBP) log: A section of the CRJ

As a self-directed, evidence-based clinician and diagnostician, you must:

- Identify the most important information you need to learn in order to assess or treat your client.
- Formulate specific question(s) based on the most important information you need to assess or treat a client. Your question(s) may be related, but not limited to, appropriate assessment approaches and techniques, the etiology of your client's impairment, diagnosis or intervention, and/or efficacy of interventions, strategies, and techniques.
- Discuss your question(s) and what you have done or need to do to gather information in your meetings with your clinical instructor(s). Your clinical instructor(s) may guide you in refining questions and how to research relevant information.
- Look for specific information from multiple sources across the evidence continuum. This may include seeking "expert opinions", reviewing textbooks and class notes, and searching peer-reviewed literature for relevant information. Your search should reflect the highest quality (ie., RCT's, Systematic Reviews, or Meta-Analysis), relevant, and most recent level of evidence available.
- Single source is rarely acceptable, and if utilized, should be clearly noted as to why only a single source was obtained.
- Analyze and synthesize the information you have found, and evaluate how it may be applied to your clients.
- Discuss the outcome of this process with your clinical instructor(s).
- Apply this information to the evaluation and intervention process.

Document your EBP in the Clinical Reflective Journal template per recommended format, provided by the Advanced Clinical Practicum Seminar Instructor.

Students will email their CRJ's to their clinical instructor(s) and the Advanced Clinical Practicum Seminar Instructor. The clinical instructor(s) may review Clinical reflective journal entries and provide guidance and/or feedback as deemed appropriate. Journals will be due to be completed and emailed to the site clinical instructor(s) and the seminar instructor by the student **by midnight on the date due.**

Due Dates:

Due to varying start dates at Practicum Sites, due dates will vary by student. Due dates for all assignments and requirements are as follows:

- All Clinical Instructor email addresses & phone numbers, Site Name(s) Addresses/Phone Numbers; Completed and Signed Letter of Understanding; Scanned copy of all Clinical instructors CT Speech Pathology License or online verification and ASHA card or online verification letter; Written Text Summary Dysphagia Workbook Assignment: Due by Midnight on **Friday of first FULL Week**
- Initial reflective essay; Personal learning goals; Due by Midnight on **Friday of Week 2**
- Complete EBP for one clinical question with synopsis of reading: Due by Midnight on **Friday of Week 4**
- Midterm reflective essay & EBP for one clinical question with synopsis of reading: Due by Midnight on **Friday of Week 6**
- Synopsis of additional readings related to **EITHER** your prior clinical questions from Weeks 4 & 6 **OR** two new clinical questions about additional topics/clients; Due by Midnight on **Friday of Week 9**
- Submit Simucase Assignments & Submit Final CRJ: including final reflective essay; review of personal learning goals; completed V-B log and Diversity Tracking log: Due by Midnight on **the Final day of your Practicum.**

Students with Special Needs:

The Department of Communication Disorders is committed to providing quality academic and clinical training to all students enrolled in its program. In order to ensure reasonable accommodations, students who have documented disabilities are strongly encouraged to inform the Advanced Clinical Practicum Seminar Instructor of their needs at the start of the semester. *Reasonable accommodations may be offered only through written agreement with the Disabilities Resource Office at Southern Connecticut State University.*

Evaluation: (To be completed in the online system TK-20 by the Clinical Instructor, and reviewed by the Advanced Clinical Practicum Seminar Instructor)

1. **Formative Assessment:** Students will receive ongoing evaluative feedback regarding clinical growth, efficiency, independence, flexibility, and professionalism from on-site clinical instructor(s) on a schedule and manner appropriate to the individual practicum setting. A mid-term review of a student's clinical performance will be completed approximately half way through the semester. Each student will work with his/her clinical instructor(s) to establish personal clinical skills learning objectives and strategies to achieve these objectives that can be implemented throughout the remainder of the practicum.
2. **Summative Assessment:** Mid-term and final assessment of students' skills will be completed by on-site clinical instructor(s) and reviewed by the Advanced Clinical Practicum Seminar Instructor, based on the Department of Communication Disorders, *Competency-Based Evaluation for Clinical Practice*. Final practicum grades will be assigned by the SCSU Advanced Clinical Practicum Seminar Instructor, based in part, on the recommendations of the site clinical instructor(s), and on other related considerations, including reports and observations of overall student competence, professionalism, attendance, participation in seminar discussion, and timely completion of practicum requirements CRJ, EBP, simulation and workbook assignments.

Required Readings and Text:

Selected readings provided by the individual student's clinical instructor(s) at the clinical affiliation site and/or the SCSU Advanced Clinical Practicum Seminar Instructor may be required. Purchase of a hard copy of the assigned dysphagia workbook will be required.

Clinical Simulation:

Students are required to purchase access to "SimuCase" in order to complete all assigned simulation cases and obtain proper credit for approved clinical clock hours per SimuCase/ASHA guidelines. Students are required to successfully complete **THREE** SimuCase clients, with two client cases with ages/clinical diagnoses that are not a part of the student's practicum placement, and one SimuCase client of any age/clinical diagnosis. Students are encouraged to complete and submit additional SimuCase records as needed to support clinical growth and development or fulfill clinical clock hours needed for graduation. All hours must be documented in the Non-Contact Hours Record Form and turned in with the single page SimuCase Results Summary including accuracy score of 90% or higher, and turned in directly to the Advanced Clinical Practicum Seminar Instructor for review and signature by the final date of the practicum placement.