

Clinical Practicum
Spring 2023
Undergraduate Level CSD 495

Supervisor: Amanda Pagel, M.S., CCC- SLP

Office: CPS 044B

Phone: 715-346-2577

Email: apagel@uwsp.edu

Objectives:

1. Acquire skills and knowledge required to assess and treat patients with communication disorders.
2. Develop and advance skills in the areas of:
 - a. Therapy planning
 - b. Goal writing
 - c. Data collection
 - d. Written documentation
 - e. Interpretation of data
 - f. Ongoing development of self-evaluation skills
 - g. Verbal explanation of findings to interested parties.
3. Develop skills of interaction with supervisory staff, patients/clients, other students.

The knowledge, skills, and disposition criteria for this course are consistent with the following Department of Public Instruction PI 34 standards for certification:

- a. The clinician understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- b. The clinician understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social and personal development.
- c. The clinician organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
- d. The clinician understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- e. The clinician is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionalism in the learning community, and who actively seeks out opportunities to grow professionally.

Student Learning Outcomes:

(Consistent with ASHA Standards, see grading form)

1. Develop clinical skill in oral and written communication sufficient for entry into professional practice. (ASHA Stan.V-A)(INTASC Stan 6, 10)
2. Develop clinical skill in providing intervention to clients with communicative disorders and/or swallowing disorders. (ASHA Stan. IV-B-2) (INTASC Stan.1,2,3,4,5,6 & 7)
3. Develop interaction and personal qualities for effective professional relationships with clients, families, caregivers and other professionals. (ASHA Stan. V-B-3)(INTASC Stan. 10)
4. Adhere to the ASHA code of Ethics and behave professionally. (ASHA Stan. V-B-3d)(INTASC Stan. 10)

Clinic COVID Guidelines Spring 2023

Students are expected to follow all University guidelines regarding COVID safety in order to protect our most vulnerable clients. Because COVID continues to be a rapidly changing situation, please frequently visit the University's COVID site for the most up to date policy information:

<https://www.uwsp.edu/coronavirus>. The student is also encouraged to contact their supervisor if any Covid-19 related questions or situations come up that are not covered here.

All students (regardless of whether they are providing in-person services or teletherapy) are expected to be in the clinic in some capacity (for chart reviewing, documentation, meetings, etc.) and therefore are required to do their part to keep clients safe and the clinic open. This includes:

- Wear a well-fitting face covering that covers your nose AND mouth when you are in the clinic areas and on campus. Face masks are highly recommended in the community around people outside of your immediate household.
- Wash/sanitize your hands frequently, especially before and after touching your face or face covering.
- **Students must NOT attend clinic if they are not feeling well**, and they must follow any isolation or quarantine protocol required by the clinic and university. Please contact your supervisor if extended absences will be necessary so clinic coverage can be arranged.

General Information

- **Checklists:** Included in this syllabus are 3 checklists for you to use at the start of the semester ("Starting Therapy Checklist"), during midterms ("Midterm Checklist"), and at the end of the semester ("Ending Therapy Checklist"). Please read through this information carefully as you will be responsible for completing these tasks.
- **Resource Folder:** I will share a OneDrive Folder with you entitled "Resources for Clinicians." In this folder, you will find a variety of useful documents, links, articles, and templates. This folder will be shared with multiple clinicians and is not secure, so ensure that you do NOT put any client information into this folder.

- **ClinicNote:** Our clinic is now using an electronic medical record system, ClinicNote. You will be given information on how to login and access your Clinicnote account, which will include access to your client's information. This is also where you will write your SOAP notes, track goals, and complete reports.
- **Lesson Plans:** Lesson plans are to be completed prior to **every session**. A template will be shared via OneDrive with you which I will check and have access to. ***ALL PERSONAL INFO ON LESSON PLANS MUST BE REDACTED.*** Follow the template to ensure sufficient documentation of your plan. (Note: Co-clinicians must document their role for each activity on the lesson plan to ensure accurate hour-counting.)
- **Written Feedback:** Underneath each session's lesson plan, there is a section for supervisor feedback that I will use as I observe your sessions. Typically, at the beginning of the semester, I provide frequent and detailed written and verbal feedback. As you gain independence, the amount of feedback will fade and the type of feedback I provide will change. This is to be expected and is keeping with best practice to promote self-monitoring and independence.
- **Verbal Feedback:** The timing of verbal feedback may look different for every clinician and may change throughout the semester, though it is my goal to touch base with you verbally at least weekly (likely more at the beginning of the semester). Depending on schedules and clinician/supervisor preference, we could meet after scheduled sessions to discuss right away how each session went. Another possibility is to set up a predetermined time to meet weekly/biweekly to discuss that week's sessions and future plans. Additionally, clinicians are welcomed to stop by my office any time the door is open to discuss any questions or concerns. **We will make decisions regarding opportunities for verbal feedback/discussion as schedules for the semester form and needs are determined.**
- **SOAP Notes:** SOAP Notes must be completed within 24 hours of each session on ClinicNote. SOAP note writing guidelines can be found on the shared folder "Resources for Clinicians: Clinical Writing: SOAPs." After submitting via ClinicNote, I will have the opportunity to make revisions and suggest edits. If your note needs changes, it will be sent back to you via ClinicNote to complete these changes.
- **Data:** You are required to keep data each session (- this will support the content of your SOAP note). Data can be both quantitative and qualitative. Often clinicians find it beneficial to set up a data collection sheet ahead of sessions. There are some templates available in the "Resources for Clinicians" folder under "Clinical Writing: Data Keeping."

If you develop your own data sheet that you think may benefit other clinicians, please feel free to add to the folder (ensuring first that you do not have identifying information on it).

- **Final Therapy Reports:** Final Therapy Reports (FTRs) are to be completed for each client each semester. Templates for the FTRs can be accessed in the “Resources for Clinicians” folder via “Clinical Writing: FTR.” If the client has been here in the clinic during previous semesters, you will review previous FTRs as you read through the client’s file. However, if you would like to see more examples, please let me know and I will be happy to provide you with some. As you will see in the examples, the FTRs are typically completed in sections that lend themselves nicely to the progression of therapy. Please plan to have the following sections **drafted** by the **END of the following weeks:**

- Background Information – 1/30/23-2/3/23
- Status at the Beginning of Therapy – 2/6/23-2/10/23
- Goals, Objectives, and Baselines – 2/13/23-2/17/23
- Procedures – 4/3/23-4/7/23
- Results, Summary/Impressions, Recommendations – 4/24/23-4/28/24

* These dates are deadlines for the draft of each section of the FTR; however, in some cases, these dates need to change based on individual case needs. If you feel a deadline should be changed for your situation, discuss it with me *before the deadline* so we can make appropriate arrangements.

- **Midterm Procedures:** Please see attached checklist regarding procedures for midterms. My goal is to have all midterm procedures (including meetings) completed by spring break.
- **Clinician Team Meetings:** This semester, I will be breaking clinicians into teams based on client type. (For example, if you are working with a child with a speech sound disorder, you will be teamed with other clinicians who have children with speech sound disorders.) These Clinic Teams will meet together and with me every other week (day/time TBD; location – in person and/or virtual - TBD). While each meeting will have a pre-determined topic (see below), these meetings are truly for problem-solving, so you are encouraged to bring your clinical problems/questions to the team. (Clinicians, however, must maintain client confidentiality at all times – including during team meetings). Clinic Team meetings are designed for increased collaboration and problem solving with not only a supervisor, but with peers as well. Attendance and participation in team meetings is required.
 - **Meetings:**
 - Meeting 1: Person Centered Care
 - Meeting 2: Data-Taking/SOAP Notes
 - Meeting 3: Implicit Bias
 - Meeting 4: Materials/Activities

- Meeting 5: Social Determinants of Health; Procedures Section
 - Meeting 6: Talking with Parents, Wrapping Up
 - Meeting 7: Reflection/Celebration
-
- **Demonstration Therapy:** I will be available to demonstrate therapy if necessary. Please let me know if you would like assistance in any area. There may be times when I will enter your session to assist, clarify, or just to get to know that client better. Please know that I view practicum as a team effort, and my presence in a session is not a direct reflection of your performance.
 - **Caregiver Contact:** Always keep the caregivers informed of what you plan on working on that day, and at the end of the session give the parents information about how it went. Typically, this involves any new communication skills that were achieved, a general idea of progress, etc. Do not assume that just because parents watched the session that they have a good grasp of what happened. If the caregiver is not able to observe, you will need to come up with a method of communication (e.g., notes sent home, phone calls, e-mail, etc.) Please make sure to log any emails/phone calls in the "Contact Notes/Messages" section of ClinicNote.
 - **Infection Control and Universal Precautions:** In addition to wearing face coverings, students must also work to prevent the spread of infection/illness by properly cleaning the therapy room after sessions. Students must use disinfectant wipes to clean all table surfaces, chairs, high-touch points (such as doorknobs/light switches) and all clinic materials that are to be returned to the CMC. Additionally, leave all therapy doors OPEN between sessions to allow for better ventilation of air.
 - **CMC -** Be aware of the policies and procedures for the CMC. Please reserve your materials in advance of your sessions if you anticipate difficulties obtaining any items.
 - **Confidentiality:** Please refer to the Center's policies and procedures regarding electronic information, client records and audio/video recording.
 - **Accommodations:** Reasonable accommodations are available for students who have a documented disability. Please notify your supervisor and the Clinical Director during the first week of classes of any needs based on a disability that may require a reasonable modification for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center.

- **Evaluation:** Formal evaluations will be completed at the end of the semester, though formal midsemester check-ins are an option and at the student's and/or supervisor's discretion. You have access to the grading form to view the skills on which you will be graded in the "Resources for Clinicians" folder ("Midterms"). Final letter grades will be based on the following percentages:

A 95.5-100	B- 81-83.99	D+ 66.5-70.00
A- 91-95.49	C+ 78-80.00	D 61-66.49
B+ 88-90.99	C 74-77.99	F Below 61.0
B 84-87.99	C- 71-73.99	

- **Professionalism:** Your conduct, the attitude you display, and your attire influence your credibility as a professional. Being prepared, being organized, being respectful of individuals you interact with during your clinical experience (client, client's family, supervisors, other student clinicians, other associated professionals, etc.), and showing confidence and respect for others is important qualities. Students will have to follow the Clinic Dress Code and dress professionally, if not you will be asked to go home and change your clothes.

- **Partnership:** We are entering into a form of partnership. We share several common goals including (but not limited): to improve the client's communication status; to increase your clinical expertise; to improve your ability to develop clinical solutions; to develop your ability to accurately assess your own clinical performance; to learn how to make therapy a truly enjoyable experience for the client and yourself; etc. We can meet these goals through mutual cooperation and consistent communication. I will, at times, assume an evaluative role with you, but it is my intent that for the most part our relationship of supervisor/supervisee will be one that is more collaborative in nature.

- **Attendance:** Since clinical practicum is an essential part of your clinical training, it is assumed and expected that you will attend all your weekly therapy sessions with your clients and any weekly meetings with your supervisor. If for any reason you need to cancel a therapy session or a meeting with me, please let me know ASAP. You have my phone number and email, so there is no reason you should not be able to get in touch with me. You are also responsible for contacting your client and the front desk. You may need to make up therapy sessions that you cancel. **DO NOT COME TO CLINIC IF YOU ARE NOT FEELING WELL.** We don't want to make our clients sick. Please see Clinic COVID Guidelines located at the beginning of the syllabus for more information.

- **Punctuality:** Please be on time and do not keep the clients waiting. A good rule of thumb is to be in the waiting room (VIRTUAL AND IN PERSON THERAPY) at least 5 minutes before your session is to start. Please be prompt for all meetings. Adhere to deadlines for all paperwork.

- **Child Safety:** Don't ever leave a child unattended (e.g., if you have forgotten something, take the client with you to go get it.) An adult must be with children that are washing their hands. Do not let children stand on chairs, lean back in chairs, sit on a counter, etc. Do not plan art projects that require glue guns, staplers, etc. Do not use items such as balloons, pointed scissors, etc. Monitor activity level in the lobby and hallways. Encourage walking, not running. Do not reinforce your client with candy or other high-sugar snacks; typically eating and talking do not go well together. We can discuss appropriate reinforcements for your client. Talk to me before you plan a cooking activity.

Starting Therapy Checklist

- ✓ Receive **Welcome Email**
- ✓ **Read Syllabus** in its entirety
- Meet me briefly** (10-15 minutes) on Monday January 23rd or Tuesday Jan 24th to get your clinic assignment. You can email me ahead of time to claim a specific time, or feel free to stop by at any time during that day.
 - We will also talk about some scheduling considerations, including recommendations for dosage, day/time, and treatment room options.
- Complete a file review.**
 - You can complete a file review via ClinicNote by accessing case history and recent semesters' SOAPs and FTR under "Files." Ensure you are reading all files – including case history forms and IEPs.
 - If you need additional information that you cannot find in ClinicNote, please check out the paper file from the front desk.
 - Complete the "**Client File Review Form**" (Included below in this syllabus) and bring (hard copy or electronically) to our next individual meeting.
- Please **schedule your therapy** sessions ASAP by contacting the client/parents. Clinic begins the week of 1/30/23. Let me know when you have it scheduled ASAP and sign up for the therapy room (by adding your name/time to the sheet on the door).
- Fill out clinic card** (found at the front office) and hand-in to Mrs. Skebba.
- Schedule a **45-minute meeting** with me to discuss the **background information** on your client and your plan for the first day of therapy. This should occur on Wednesday the 25th, Thursday the 26th, or Friday the 27th.
 - If you have a partner, please coordinate this so that you are both present.
 - **Complete the attached "Client File Review" and bring to this meeting.**
 - **Have your lesson plan for the first session *drafted* by this time.**
 - Be prepared to discuss the following issues: Any questions you may have regarding the client's disorder and therapy; questions we need to have answered regarding the client/disorder to assist in treatment planning; a general plan for the first two sessions.
- Let me know** what questions, concerns, thoughts you have as you prepare for your first session!

Midterm Checklist

- Receive email** alerting you to begin the midterm process. This will be sent out the week of 2/27/23.
- Following the email's instructions, **sign up** for a midterm meeting with me for the week of 3/6/23 or 3/13/23 (Partners should sign up for these meetings as individuals).
- Ensure access to the "Resources for Clinicians" folder, looking over forms in the "**Midterm**" subfolder. (All forms needed for the midterm process are located here.)
- Review the appropriate **grading form** to familiarize yourself with the skills that I am tasked with grading (Graduate students, use "Grad Student Calipso Worksheet;" Undergrads use "Undergrad evaluation worksheet"). You are not required to turn this in.
- If in-person, record a session to watch for completion of the "**Student Self-Evaluation**" form. If 100% teletherapy, plan a time to complete the self-eval as soon after a session as possible (so that it is fresh in your mind).
- Write 2 objectives for yourself as a clinician** (at the bottom of the "Student Self-Evaluation Form.") Make these meaningful, measurable, and attainable by the end of the semester.
 - Examples: "I will read 2 evidenced-based articles related to my client's disorder and implement at least 2 strategies into therapy." "I will develop a family-friendly home program for my client to promote carryover in the client's home." "I will develop a data sheet that can be used effectively every session to gather quantitative and qualitative data on my client's performance."
- Email** or hand-in your Student Self-Evaluation form at least 24 hours before our scheduled meeting.
- Attend your scheduled meeting with me.** This will take about 30 minutes.
- Billing forms** are also due around this time – look for an email from myself and/or Ms. Skebba about when to fill these out.

Ending Therapy Checklist

- Determine when you will hold your **last session**. Clinic ends the week of 5/1/23.
- Confirm the final session** with client/caregivers and schedule a time during that last session to hold the final meeting.
 - Please coordinate this with my schedule to ensure my availability during that time as well.
- Prepare the **visual information** that is needed for the final meeting with caregivers. (For some, that may be a chart of progress and a list of procedures; for others, the whole FTR may be required).
 - Regardless, ensure your post-baseline results are completed and ready to be discussed with client/caregivers during the final meeting. This means that ideally you are not leaving your final baselining for the last session.
- Have your **yellow sheet** (i.e., "Case Recommendations") available during your final meeting to ask client/caregivers about interest for fall semester.
- Following the final meeting with clients/caregivers, **finalize FTR** and send me an email when it is ready for me to print.
- Complete final **SOAP note and fill out billing form**, checking your dates/times for the second half of the semester.
- Schedule a final meeting** with me to go over paperwork and grades (plan for 30 minutes).
- Submit hours** via Calipso, preferably before the final meeting with me.
- Attend your final meeting**, bringing your Billing Form and yellow sheet. I will print out your FTR and have you sign it at this meeting.
- Congrats!** Enjoy your time off!

CLIENT FILE REVIEW
COMPLETE BEFORE OUR SECOND MEETING

Name: _____

Based upon your review of the client's file, respond to the following questions:

Client's initials: ___ Client's Chronological Age _____ Client's
DX _____

Referral Information:

(This should include referral source, date of initial referral, & reason for referral)

Developmental, Medical, Family History:

Summary of Previous Speech/Language Services:

(Mention previous services – school based services, birth to three, SLHC-UWSP, etc. Include length of time in therapy. Summarize most recent services.)

Environmental and Educational History:

(Note current living situation and current education. What do your client's caregivers/client hope to see happen this semester)

What did you find out from the previous/current clinician(s)?

(Contact previous SLHC-UWSP clinicians and/or current clinicians from other facilities)

Note any teaching strategies discussed in the previous FTR:

CLINICAL PRACTICUM- Spring 2023 CSD 495 (Undergraduate)

Supervisor: Carri Nimm, M.S., CCC- SLP
Phone: 715-630-3443 – text/call

Office: CPS 042A
Email: cnimm@uwsp.edu

OBJECTIVES:

1. To gain experience providing therapy to clients with communication disorders,
2. To gain experience evaluating clients throughout the course of therapy,
3. To develop and improve skills in the areas of:
 - Therapy planning and implementation
 - Goal writing and other documentation
 - Gathering pre- and post-data
 - Professional report writing
 - Managing and interpreting data
 - Self-evaluation of clinical skills
 - a. What information is necessary to make appropriate clinical decisions?
 - b. What is the function of the lesson plan?
 - c. What is the importance of self-reflection and feedback?
 - d. What is the role of the student clinician/supervisor in the clinical practicum?
4. To provide an opportunity to use professional interaction skills with the clinical supervisor, parents/families, and other student clinicians.
5. The knowledge, skills, and disposition criteria for this course are consistent with the required teaching standards. Please see Clinic Handbook for details in the CSD shared drive under forms.

Clinic COVID Guidelines

The UWSP clinic will supply the student with appropriate personal protective equipment (PPE) and follow infection control measures recommended by the CDC/University/Professional organizations.

The student is encouraged to contact their supervisor if any Covid-19 related questions or situations come up that are not covered here.

If you are seeing patients in person at the UWSP Speech, Language and Hearing Clinic this semester you are expected to:

- Wear a well-fitting face covering that covers your nose AND mouth when you are in the clinic areas.
- Wash/sanitize your hands frequently, especially before and after touching your face or face covering.
- Students must NOT attend clinic if they are not feeling well, and they must follow any isolation or quarantine protocol required by the clinic and university. Please contact your supervisor if extended absences will be necessary so clinic coverage can be arranged.
- Please refer to the university COVID regulations page for policies.
- You must clean your therapy rooms as part of your clinical expectations. To not do so may impact your grade.

Other Guidance:

- Please monitor your own health each day using. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

GENERAL INFORMATION - The following is a list of requirements for clinical practicum. Please become familiar with every point, as you will be responsible for this information throughout the semester

We will be continuing with a new system of documentation this semester called ClinicNote. For at least the first two weeks of therapy we will start therapy with the below expectations. As it changes to ClinicNote completely we will transition away from the below system.

1. LESSON PLANS-Please write a weekly plan (The template will be in welcome e-mail) Have this completed each week by Monday at 12:00 am in the P or S drive. This should be labeled, Nimm lesson plans. These will be on going in the same document each week.
2. SOAP NOTES –SOAP notes must be completed after every session within 24 hours. The SOAP note form will be completed in ClinicNote. These will be ongoing each week for every session. As soon as goals are established, we will be moving them to ClinicNote as well.
3. REFLECTIONS/FEEDBACK: (Attached to your Lesson Plans) Complete daily self-evaluation within 24 hours after your session These are designed to inspire true reflection of your session and critical thinking. Please respond to any questions I put to you. Reflect on the following:
 - a. Client's behavior (positive or negative)
 - b. Comment on the outcomes of your planned objectives
 - c. What could you have adjusted to make the session more productive?
 - d. What did you do that made the session a success?
 - e. Mention parent discussion that might be applicable
 - f. Include resources used – evidence-based research/reading.
4. DATA COLLECTION – you are required to collect data during each therapy session. The data collected will support the content of your SOAP note. Keep all your data sheets in one location so we can refer to them.
5. WEEKLY SUPERVISORY MEETINGS - Supervisory meetings are held once a week. This is a time set aside for us to discuss your client and his/her management. Areas of discussion may include: any discussion of your client's response to therapy; problem-solving; therapy challenges; and self-evaluation of your performance.
6. VIDEO SELF-EVAL: You will complete a video self-evaluation prior to midterm. 1-3 clinical goal(s) will be established for you to work on. This evaluation form will be sent to you prior to midterm.
7. OBSERVATION: At the beginning of the semester observations will be more frequent. The purpose of the observation and feedback is to facilitate the development of your clinical knowledge and skills.

8. **CANCELLATIONS:** If the parent or client cancels therapy, cancellation notices will be posted by the faculty mailboxes. If you cancel therapy, it is YOUR responsibility to let your supervisor Carri Nimm (715-630-3443), and Ms. Christine Skebba (715-346-2900) know.
9. **DEMONSTRATION THERAPY:** I will be available to demonstrate therapy if necessary. Please let me know if you would like assistance in any area. There may be times when I will enter your session to assist, clarify, or just to get to know that client better. Please know that I view clinic as a team effort.
10. **CAREGIVER CONTACT:** Always keep the caregivers informed of what you plan on working on that day; at the end of the session give the parents information about the session. Typically, this involves any new communication skills that were achieved, a general idea of progress, etc. Do not assume that just because the parent watched the session that they have a good grasp of what happened. If the caregiver is not able to observe, you will need to come up with a method of communication (e.g., notes sent home, phone calls, e-mail, etc.) Please make sure to log any emails/phone calls in a communication log and any handouts or homework given.
11. **WRITTEN ASSIGNMENTS:** The writing portion of this course will include a minimum of your Final Therapy report and:
 - a. **Introduction letter or email to parent/caregiver:** This is to be completed and given to parents on the first day of therapy. This includes information about yourself that introduces you to your client.
 - b. **Self-Evaluation of Writing:** During the semester, you will have opportunities to evaluate your own writing skills. You will revise your therapy report and SOAP notes according to feedback given.
 - c. **Lesson Plans/SOAP notes/Self-Evaluations:** As stated previously, you will write weekly lesson plans. After each session you will write reflections and SOAP notes.
 - d. **End of Semester letter to the next clinician:** To include: An example of a recorded session you would like the next clinicians to watch and strategies you know work with your client.
12. **INFECTION CONTROL AND UNIVERSAL PRECAUTIONS:** Please refer to the Center's infection control policies and procedures as described in the "Guidebook on Infection Control Policy and Procedures" to maintain a clean environment for treatment purposes.
13. **CONFIDENTIALITY:** Please refer to the Center's policies and procedures regarding electronic information, client records and audio/video recording.
14. **ACCOMMODATIONS:** Reasonable accommodations are available for students who have a documented disability. Please notify your supervisor and the Clinical Director during the first week of classes of any needs based on a disability that may require a reasonable modification for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center.

15. **EVALUATION:** formal evaluations will be completed at midsemester and at the end of the semester. Your final grade will be determined by the average of the two grades. Do not assume that an **A** is the typical grade given. Grades will be based on the following:
- | | | |
|----------------|-------------|---------------|
| a. A 95.5-100 | B- 81-83.99 | D+ 66.5-70.00 |
| b. A- 91-95.49 | C+ 78-80.00 | D 61-66.49 |
| c. B+ 88-90.99 | C 74-77.99 | F Below 61.0 |
| d. B 84-87.99 | C- 71-73.99 | |

16. **Professionalism:** Your conduct, the attitude you display, and your attire influence your credibility as a professional. Being prepared, being organized and being respectful of the individuals you interact with during your clinical experience is important. Students will have to follow the Clinic Dress Code.

17. **Partnership:** We are entering into a form of partnership. We share several common goals including (but not limited to): to improve the client's communication status; to increase your clinical expertise; to improve your ability to develop clinical solutions; to develop your ability to accurately assess your own clinical performance; to learn how to make therapy a truly enjoyable experience for the client and yourself; etc., etc., etc. We can meet these goals through cooperation and consistent communication. I will, at times, assume an evaluative role with you, but it is my intent that our relationship of supervisor/supervisee will ultimately be one that is more collaborative in nature.

Attendance: Since clinical practicum is an essential part of your clinical training, it is assumed that you will attend all your weekly therapy sessions with your clients and any weekly meetings with your supervisor. If for any reason you need to cancel a therapy session or a meeting with me, please let me know ASAP. You have my phone number and email, so there is no reason you should not be able to get in touch with me. You are also responsible for contacting your client and the front desk. You may need to make up therapy sessions that you cancel.

18. **Punctuality-**You must be in the waiting room (VIRTUAL AND IN PERSON THERAPY) at least 5 minutes before your session is to start. Double check that all your clocks coincide. Please be prompt for all meetings. Adhere to deadlines for all paperwork.

19. **Child Safety in the Clinic**

- Do not ever leave a child unattended (e.g., if you have forgotten something, take the client with you to go get it.)
- An adult must be with children that are washing their hands.
- Do not let children stand on chairs, lean back in chairs, sit on a counter, etc.
- Do not plan art projects that require glue guns, staplers, etc.
- Encourage walking, not running.
- Do not reinforce your client with candy or other high-sugar snacks; typically eating and talking do not go well together. We can discuss appropriate reinforcements for your client. Talk to me before you plan a cooking activity.
- Monitor how the child uses the automatic doors.
- Monitor your child's behavior in terms of getting "too wild" or "too loud".

20. **Diversity Statement-** The CSD Department agrees with the UWSP Diversity and Inclusion Statement, written by a working group of UWSP employees and endorsed by the 2019-2020 Diversity Council and Common Council. It states:

“The students, faculty, and staff of the University of Wisconsin-Stevens Point (UWSP) recognize the lived experiences, identities, and contributions of past students, faculty, staff, and community members. In recognition of this history, we commit ourselves to the ongoing work of building and championing an inclusive UWSP. We strive to dismantle bias and hate by empowering voices of the marginalized and building relationships of trust across differences. Together we aim to develop and support a community where all can safely maintain integral, personal identities, be equitable participants, and learn from one another.

Each of us has a responsibility and role in actively educating ourselves while holding one another accountable. In so doing, we cultivate a reflective, engaged culture of learning and living which supports, embraces, and celebrates diversity, inclusivity, and accessibility. We are a university where all are encouraged to challenge and debate complex issues in order to sustain a campus culture that nurtures reflection, learning, holistic development, community engagement, and global citizenship.

Our goal is equitable educational opportunities. As such, UWSP encourages inclusive pedagogy and the integration of differing perspectives across disciplines. Diverse needs and perspectives must be accounted for when making institutional decisions, and in turn, immediate action must be taken to address hate, bias, and harassment.

None of this will be accomplished immediately. This process demands mindful reflection, continual commitment, and resources from the University of Wisconsin System, UWSP leaders, and each of us personally. We remain committed to the learning, development, safety, and well-being of all while working toward an inclusive community. Together, we build a better UWSP.”

***Expectations for Students- Be a self-starter, ask questions, be proactive, be creative, have fun, be engaged, functional goals and objectives, activities focused on facilitating communication, independence, and problem solving.**

WITH TEAMWORK, WE WILL ALL MEET OUR GOALS!!!!

**Clinical Practicum – Spring 2023
CSD 495**

Supervisor: Bethany Weltzin, M.S., CCC-SLP

Office: CPS 044A

Email: bweltzin@uwsp.edu

Phone: 715-346-2617

PRACTICUM OBJECTIVES:

1. To gain experience evaluating and providing therapy to individuals who have communication disorders.
2. To develop and improve skills in the areas of:
 - Clinical decision-making
 - Therapy planning and implementation
 - Writing goals, objectives, and other documentation
 - Gathering, managing, and interpreting data
 - Professional report writing
 - Self-evaluation of clinical skills
3. To provide an opportunity to use professional interaction skills with the clinical supervisor, clients, parents/families, and other student clinicians.

ASHA and Teacher Standards

****Refer to specific skills cited on the grading form****

- To develop clinical skill in oral and written communication sufficient for entry into professional practice (*ASHA Stan. V-A*)(*INTASC Stan 6, 10*)
- To develop clinical skill in providing intervention to clients with communicative and/or swallowing disorders (*ASHA Stan. IV-B-2*) (*INTASC Stan. 1,2,3,4,5,6 & 7*)
- To develop interaction and personal qualities for effective professional relationships with clients, families, caregivers, and other professionals (*ASHA Stan. V-B-3*)(*INTASC Stan. 10*)
- To adhere to the ASHA Code of Ethics and behave professionally (*ASHA Stan. V-B-3d*)(*INTASC Stan. 10*)

BEFORE THERAPY BEGINS:

1. Stop by and see me for your clinic assignment, at which time you will receive an informational (“yellow”) sheet and a “Client File Review Form.” If you have a co-clinician, coordinate a time to stop by together. Please bring your schedule, as we will discuss possible therapy times based on the client’s preferences as well as your schedule. We will also discuss possible therapy rooms.
 - Once we have spoken, check and make note of the availability of the therapy room(s) we discussed, and you can then contact your client or the client’s parents to set up therapy; try to do this before our initial supervisory meeting (see #2).

- **Contacting the client/parent(s):** when contacting the client/parent(s), first use the CMC phone and from then on, if you feel comfortable, you can call using your personal phone; otherwise, the CMC phone is always available for you to use. You may also email if that is the client's preferred mode of communication. Keep a record of all correspondence. Correspondence with the client/parent(s) must be professional. Delete the contact at the end of the semester.
 - Once your therapy is scheduled, reserve your therapy room by filling out the sheet on the therapy room door, filling out a white card (located at the front desk) and returning it to Mrs. Skebba at the front desk, and emailing me with the information as confirmation.
 - Follow the same procedures for scheduling if you are providing virtual therapy (reserve a therapy room and fill out/return a white card). Let me know if your Zoom account has been set up as HIPAA-compliant yet or not (this is something that must be set up by IT)
2. Sign up for a 45-minute initial supervisory meeting with me. If you have a co-clinician, coordinate the meeting time with them. Bring your schedule. Prior to this meeting, complete the following:
 - Read the client's file carefully and fill out the "Client File Review" form, one per clinician, and bring it to the meeting
 - Create therapy plans for the first 2 sessions, including your plans for obtaining baseline data – write your plans on the "Therapy Plans" template in your S or P drive. Please fill out all sections to the best of your ability with as much detail as possible.
 3. Review the "Clinical Resources" folder in the S drive under "Forms - bweltzin." Resources include topics such as SOAP note writing, FTR support, etc.
 4. Be aware of the policies and procedures for the CMC. Please reserve your materials in advance of your sessions if you anticipate difficulties obtaining any items.
 5. As you start therapy and going forward, make sure that you start your session time once you get into the therapy room, and make sure the session is the full number of minutes before ending the session/leaving the therapy room (unless the session needs to be ended early for a reason). Be attentive to the time and ensure that the client gets the full amount of therapy.

WRITTEN REQUIREMENTS AND COLLABORATION:

*Note: Check your written documents regularly for any feedback that may be added.

Therapy Plans: Therapy plans for the first 2 sessions are expected for the initial supervisory meeting. Therapy plans for each upcoming week should be completed in the S drive (or P drive if co-clinicians) no later than 12:00 noon on Fridays of the week before.

- Be detailed and thorough in your lesson plans, especially when describing the procedures/intervention strategies/prompting hierarchy.
- When thinking about therapy plans, remember to always over-plan! Think in terms of no longer than 10-15 minutes per activity for a preschooler and be prepared with a couple of back-up plans just in case.

Feedback and Reflection Form: I will be observing your therapy sessions while writing feedback on your "Feedback and Reflection Form," which will be in your S drive (or P drive if co-clinicians). The purpose of the observation and feedback is to facilitate the development of your clinical knowledge and skills. You will then have an opportunity to reflect on your therapy sessions using that same form, underneath each session's feedback. Read the feedback provided, answer any questions that were asked, and complete your daily self-reflection; reflections must be completed after every session within 24 hours (a helpful tip is to do this after your SOAP note, as both are due within 24 hours after your session). If you are co-clinicians, please write your reflections one after another on the form, indicating which reflection belongs to which clinician.

SOAP Notes: SOAP notes must be completed in ClinicNote after every session within 24 hours. Electronically sign each SOAP note after completing it.

- If you are co-clinicians: while you'll collaborate about SOAP notes, you each must take a different day of each therapy week and write the SOAP note for that day; you both should choose the day of the week that you plan to write the SOAP note, and then follow that pattern throughout the semester. When SOAP notes are returned to you on ClinicNote with feedback/edits, only make edits on the SOAP notes you originally wrote (do not edit your co-clinician's SOAP notes). Only electronically sign the SOAP notes that you write; there should only be one signature on each SOAP note.

Final Therapy Report (FTR): You will begin to work on your FTR early on and will work on it section by section throughout the semester in ClinicNote; please see the end of the syllabus for the Practicum Schedule, which includes deadlines. A professional writing style free of grammar, spelling, and typing errors is mandatory. It is also imperative that subsequent drafts address questions, comments, and concerns that I voiced on the previous drafts.

Data Collection: Data must be collected during each therapy session to monitor the client's progress towards his/her goals, and to support the content of your SOAP note. Keep all your data sheets organized and in one location so we can refer to them. It is imperative that you store your data sheets and any other clinic paperwork in a confidential manner.

Supervisory Meetings and Open Door Policy:

- Meetings: You will attend weekly supervisory meetings (with your co-clinician if applicable) until your goals are established, or until otherwise specified and agreed upon. During these meetings we will discuss clinical skills, writing skills, and any other details relevant to your client. As the semester goes on, we will transition to having shortened meetings at least once per week after your therapy session(s). I will stop by the therapy room after your session(s), and we will reflect together about the session(s) and steps going forward. Please reserve this time after your session(s) and wait to clean up the therapy materials until after we have met. In instances where there is not adequate time after your session(s) to meet on a regular basis, we will schedule a weekly meeting time.

- **Open Door Policy:** In addition to meeting after your session(s), at any time you may schedule a meeting with me by signing up on my door or stopping by my office. There also may be instances where I request that you sign up for a meeting if we need more time to collaborate outside of the after-session meetings.

Demonstration Therapy: I will be available to demonstrate therapy if necessary. Please let me know if you would like assistance in any area. There may be times when I will enter your session to assist, clarify, or just to get to know the client better. Please know that I view clinical practicum as a team effort.

Open Communication: Throughout the semester, you are encouraged to bring any questions, comments, or concerns to me so we can address them as a team. If you need additional help or have other feedback, please let me know. Please do not wait until the middle or the end of the semester to do so. I will assist you in the best way I can, and we will work together as a team through open communication.

Collaborative Experience: This semester will be full of collaboration as we work together. We share several common goals including (but not limited to): improving the client's communication status, increasing your clinical expertise, improving your ability to develop clinical solutions, developing your ability to accurately assess your own clinical performance, learning how to make therapy a truly enjoyable experience for the client and yourself, etc. We can meet these goals through cooperation and consistent communication. I will, at times, assume an evaluative role with you, but it is my intent that for the most part our relationship of supervisor/supervisee will be one that is more collaborative in nature.

GENERAL PRACTICUM INFORMATION:

Clinic Covid Guidelines Spring 2023

The UWSP Speech, Language and Hearing Clinic will supply the student with appropriate personal protective equipment (PPE) and follow infection control measures recommended by the CDC/university/professional organizations. Students are expected to follow the Covid guidelines required by UWSP and the UWSP Speech, Language and Hearing Clinic (and any local, state, or federal authorities). Students are encouraged to contact their supervisor if any Covid related questions/situations come up that are not covered here.

If you are seeing clients in person at the UWSP Speech, Language and Hearing Clinic this semester you are expected to:

- Wear a well-fitting face covering that covers your nose AND mouth when you are in the clinic. Badger Shields may be necessary during therapy so the client can see your entire face. Badger Shields must be fitted appropriately at the base. Open shields are not acceptable, unless a face covering is then worn underneath. Clear panel face coverings may also be worn so your mouth is more visible than a solid face covering. Any student with a condition that impacts their use of a face covering should contact the Disability Resource Center to discuss accommodations. Failure to adhere to this requirement could result in formal withdrawal from the course.
- After each therapy session, wipe down/sanitize surfaces in the therapy room including the table, chairs, doorknobs, light switches, and your own belongings. Follow the CMC's policy for the cleaning of borrowed CMC materials.

- Wash/sanitize your hands frequently, especially before and after touching your face or face covering.
- Follow the Covid protocols established by the CDC for close-contact, isolation, and testing requirements.
- Students must NOT attend clinic if they are not feeling well, and they must follow any isolation or quarantine protocol required by the clinic and university. Please contact your supervisor if extended absences will be necessary so clinic coverage can be arranged.

Professionalism: Your conduct, the attitude you display, your speech, and your attire influence your credibility as a professional. Being prepared, being organized, and being respectful of all individuals you interact with during your clinical experience (client, client's family, supervisors, other student clinicians, other associated professionals, etc.) is expected.

Dress Code: As previously stated, your attire is an important part of professionalism. The clinic has a well-stated dress code policy that you are expected to follow; please review it thoroughly and implement it daily. Professional dress is mandatory.

Attendance: Since clinical practicum is an essential part of your clinical training, you must attend all your weekly therapy sessions and all supervisory meetings. If for any reason you need to cancel a therapy session or a meeting with me, please let me know ASAP. Please see "Therapy Cancellations" below for additional information about your responsibilities if you need to cancel therapy.

Punctuality: Please be on time and do not keep the client waiting. You must be in the waiting room at least 5 minutes before your session is to start. Double check that all your clocks coincide. Your therapy start time should start once you are in the therapy room. Please be prompt for all meetings. Adhere to deadlines for all paperwork.

Confidentiality: Confidentiality is mandatory. Please refer to the clinic's policies and procedures regarding electronic information, client records, and audio/video recording.

Child Safety in the Clinic:

- Don't ever leave a child unattended (e.g., if you have forgotten something, take the client with you to go get it).
- An adult must be with children that are washing their hands.
- Do not let children stand on chairs, lean back in chairs, sit on a counter, etc.
- Do not plan art projects that require glue guns, staplers, etc.
- Do not use items such as balloons, pointed scissors, etc.
- Monitor activity level in the lobby and hallways.
- Encourage walking, not running.
- Do not reinforce your client with candy or other high-sugar snacks; typically eating and talking do not go well together. We can discuss appropriate reinforcements for your client. Talk to me before you plan a cooking activity.
- Monitor how the child uses the automatic doors.
- Monitor the child's behavior and encourage positive behavior

Caregiver Contact: Always keep the caregiver(s) informed of what you plan on working on that day, and at the end of the session give the caregiver(s) information about the session;

typically, this involves any new communication skills that were achieved, a general idea of progress, etc. Do not assume that just because the caregiver(s) watched the session that they have a good grasp of what happened. If the caregiver is not able to observe, you will need to come up with a method of communication (e.g., notes sent home, phone calls, emails, etc.). Please make sure to log any notes/emails/phone calls in a correspondence log, as well as any handouts or homework given.

Therapy Cancellations:

- If the client or client's parents cancel a therapy session, cancellation notices will be posted by the mailboxes.
- If your client lets you know that he/she will be cancelling a future therapy session, let Mrs. Skebba and me know about the cancellation.
- If you need to cancel therapy, it will be your responsibility to let me, Mrs. Skebba, and the client/client's parents know of the cancellation in an adequate amount of time before the session, as well as update the therapy observation board. You may need to make up therapy sessions that you cancel. If you are not feeling well, you must NOT attend clinic; please see mandatory Covid Guidelines above.
- If one member of a co-clinician team needs to cancel, it is expected that the other clinician will take over the entire session.
- Document therapy cancellations in both your SOAP notes and in your therapy plans.

Accommodations: Reasonable accommodations are available for students who have a documented disability. Please notify your supervisor and the Clinical Director during the first week of classes of any needs based on a disability that may require accommodations for you to participate fully in practicum. All accommodations should be approved through the Disability Resource Center.

Practicum Schedule: (see next page)

Date	Spring 2023 Practicum Schedule
Week 1 1/23-1/27	Receive clinical assignment, schedule therapy, plan for start of therapy, schedule and attend initial supervisory meeting
Week 2 1/30-2/3	First week of therapy Obtain baseline data "Goals and Objectives" section of FTR due 2/3 at 4:30 PM
Week 3 2/6-2/10	Therapy
Week 4 2/13-2/17	Therapy "Identifying Information" and "Background Information" sections of FTR due 2/17 at 4:30 PM
Week 5 2/20-2/24	Therapy "Status of Client" section of FTR due 2/24 at 4:30 PM
Week 6 2/27-3/3	Therapy
Week 7 3/6-3/10	Therapy Midterm Practicum Meetings
Week 8 3/13-3/17	Therapy Midterm Practicum Meetings Billing forms due to supervisor
Week 9 3/20-3/24	<i>Spring Break: March 20-24: no therapy</i>
Week 10 3/27-3/31	Therapy Procedures section(s) of FTR due 3/31 at 4:30 PM
Week 11 4/3-4/7	Therapy
Week 12 4/10-4/14	Therapy
Week 13 4/17-4/21	Therapy Draft of "Summary and Impressions" and "Recommendations" sections of FTR due 4/21 at 4:30 PM
Week 14 4/24-4/28	Therapy Obtain post-baseline data and document it in FTR "Summary and Impressions" and "Recommendations" sections of FTR due 4/28 at 4:30 PM
Week 15 5/1-5/5	Last week of therapy FTR meetings with clients/clients' parent(s) Finalized, proofread FTR due at least 24 hours before FTR meeting
Week 16 5/8-5/12	Final Practicum Meetings Final paperwork and clock hours due to supervisor at the time of meetings

University of Wisconsin – Stevens Point
Clinical Practicum Graduate Level – Spring 2023
CSD 495 - 791 -794

Supervisor: Sarah Reeve, M.S., CCC- SLP
Phone: 715-346-4006 - office
715-252-0203 – text/call (emergencies)

Office: CPS 042D and/or virtual mtgs.
Email: sreeve@uwsp.edu
Office hours: One-on-one meetings will be
scheduled with all student clinicians

OBJECTIVES:

1. To gain experience evaluating and treating individuals who have communication disorders.
2. To develop and improve skills in the areas of:
 - Evaluation and treatment skills in communication
 - Therapy planning and implementation
 - Professional writing (including goals, SOAPs, plan of care, and final therapy reports)
 - Gathering pre-data/baseline, post-data/results, weekly data for SOAPs
 - Managing and interpreting data
 - Self-evaluation of clinical skills
 - Interprofessional collaborative practice (IPP)
3. To provide an opportunity to use professional interaction skills with the clinical supervisor, parents/families, and other student clinicians.
4. To provide an opportunity to use interprofessional education (IPE) and interprofessional collaborative practice (IPP).
5. The knowledge, skills, and disposition criteria for this course are consistent with the required teaching standards. Please see “Clinic Handbook” for details in Canvas clinic tile.
6. The knowledge, skills and disposition criteria for this course are consistent with the required ASHA standards. Please see the “Clinic Handbook” for details in the Canvas clinic tile or go to the ASHA website for current standards.

Statement on Tele-therapy and In-Person Therapy: Intervention at this time may occur in a tele-therapy context, while some intervention will be held in-person. The procedures required to ensure safety, confidentiality and effectiveness will differ with each mode of presentation. This syllabus will largely address the common components of intervention across both tele-therapy and in-person settings. Specific instructions will be provided to you based on your assigned setting.

PRE-THERAPY INFORMATION

1. I will send an email notification informing you that we will be working together this semester for clinical practicum. We need to set up a meeting time a.s.a.p. so I can provide you with your client information. Review the information available on your client(s), including background information, past therapy history, and information from previous student clinicians. Be sure to write down the client's contact phone # for your records. Please see end of syllabus for the tentative schedule and requirements.

2. THERAPY SCHEDULE: The Reeve clinical practicum is collaborating with Assumption Catholic Schools in Wisconsin Rapids. We are scheduled for services on **Tuesdays and Thursdays from 11:00 – 4:00 p.m.** *Specific therapy time will vary depending on the Assumption Catholic Schools schedule.* You are responsible for providing transportation to and from the off-campus practicum sight.
3. With your co-clinician and Mrs. Reeve, arrange a one-hour meeting time to discuss your “Client File Review” (found in syllabus) and plan for the first day of therapy.
4. CMC - Be aware of the policies and procedures for the CMC. Please reserve your materials in advance of your sessions if you anticipate difficulties obtaining any items. We have access to some items you can use for therapy at Our Lady Queen of Heaven.
5. INFECTION CONTROL AND UNIVERSAL PRECAUTIONS: Please refer to the Center’s infection control policies and procedures as described in the “Guidebook on Infection Control Policy and Procedures” to maintain a clean environment for treatment purposes.

Complete needed paperwork for Diocese of La Crosse:

- “Authorization and Acknowledgement of Criminal Background Check”
- “Diocese of La Crosse Protect and Heal Employee and Volunteer confidential Questionnaire”
- “Annual Verification of Protect and Heal Training” – the red book, green book, and “Protect and Heal Training” video can be found on Diocese of La Crosse website.
 - Click on three bars on the top
 - Offices and Ministries
 - Safe environment
 - Training
 - Paid staff and volunteers
 - Online safe environment training

GENERAL INFORMATION - The following is a list of requirements for clinical practicum. Become familiar with EVERY point, as you will be responsible for this information throughout the semester. If you have a co-clinician, use the **P-drive** to save your lesson plans, reflections, and FTR. If you do not have a co-clinician use the **S-drive**. If you are providing on-line sessions, a shared folder on One-Drive will be set up.

1. LESSON PLANS-Please write a weekly plan and turn it in to me at least 24 hours before your first therapy session of the week. Plans should be in P-drive or S-drive. Please name: Reeve lesson plans. These will be on going.

Due to the off-campus nature of this assignment, lesson plans, SOAPs, and reports will be placed in a shared folder on the One Drive. Any client documents that are placed in the One Drive must have identifying information removed and have pseudo names. You will be responsible for moving SOAPs and any reports to the P-drive and adding identifying information.

2. SOAP NOTES –SOAP notes must be completed after every session within 24 hours. **The “SOAP Notes template 2018” can be found in your clinic file on Canvas. These will be ongoing.** Save on your P-drive or S-drive, name: Reeve SOAP notes.

Due to the off-campus nature of this assignment, lesson plans, SOAPs, and reports will be placed in a shared folder on the One Drive. Any client documents that are placed in the One Drive must have identifying information removed and have pseudo names. You will be responsible for moving SOAPs and any reports to the P-drive and adding identifying information.

3. REFLECTIONS/FEEDBACK: Accomplished through discussion and written reflection/feedback on your SOAP note form.
4. DATA COLLECTION – you are required to collect data during each therapy session. The data collected will support the content of your SOAP note. Include the beginning and end time within the SOAP note. **Keep all your data sheets in a therapy binder and bring to weekly meetings.** We will have data show-n-tell during our weekly meetings.
5. WEEKLY SUPERVISORY MEETINGS - Supervisory meetings are held once a week. This is a time set aside for us to discuss your client's communication needs. Areas of discussion may include: any concerns regarding management or supervision of management; discussion of your client's response to therapy; problem-solving; therapy challenges; and self-evaluation of your performance.
6. Calipso self-evaluation: Using the supplied Calipso evaluation form, you will complete a self-evaluation prior to midterm. I am looking for discussion and open dialogue about therapy skills to this point. My hope is to generate 1-2 clinical goal(s) for you for the remainder of the semester based on the evaluation. You will be using the supplied Calipso evaluation forms to grade yourself based on ASHA standards.
7. OBSERVATION: At the beginning of the semester observations will be more frequent, as you become more skilled these observations will not be as frequent. I may or may not inform you that I will be observing. After every observation I will give you some short verbal and/or written comments about your session. During our weekly meeting I will go into more detail about my observation. The purpose of the observation and feedback is to facilitate the development of your clinical knowledge and skills.
8. CANCELLATIONS for UWSP-SLHC: If the parent or client cancels therapy, cancellation notices will be posted by the faculty mailboxes. If you cancel therapy, it is YOUR responsibility to let your supervisor, Ms. Skebba (346-2900) and the client/client's parent know of this cancellation. If one member of the team needs to cancel, it is expected that the other clinician will just take over the entire session.
9. CANCELATIONS for off campus clinic: Assumption Catholic Schools staff *may* inform us of a student absence. If you need to cancel therapy, it is YOUR responsibility to let your supervisor and classroom teacher know of this cancellation. If possible, set up make-up therapy time. You can also talk with your co-clinician about the possibility of setting up a group therapy session to cover your absence.
10. DEMONSTRATION THERAPY-I **will be available to demonstrate therapy if necessary. Please let me know if you would like assistance in any area.** There

may be times when I will enter your session to assist, clarify, or just to get to know that client better. Please know that I view practicum as a team effort.

11. CAREGIVER CONTACT for UWSP-SLHC: Always keep the caregivers informed of what you plan on working on that day; at the end of the session give the parents information about the session. Typically, this involves any new communication skills that were achieved, a general idea of progress, and possible home carryover activities. Do not assume that just because the parent watched the session that they have a good grasp of what happened. If the caregiver is not able to observe, you will need to come up with a method of communication (e.g., notes sent home, phone calls, e-mail) Please make sure to log any emails/phone calls in a communication Log and any handouts or homework given.

12. CAREGIVER CONTACT for off clinic: It is your responsibility to find the best way to keep caregivers informed. Working as a team will achieve greater results!

13. WRITTEN ASSIGNMENTS

This course acts as a capstone course for undergraduates and is a chance for graduate students to improve their clinical writing skills. Students will complete a variety of written assignments (see description A below). Other written assignments will be completed as necessary (i.e., Plan of Care, dismissal reports, note to future clinician).

This course also fulfills the American Speech-Language and Hearing Association's (ASHA) standards regarding knowledge outcomes of a program of study as follows:
Standard III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

Implementation: The applicant must demonstrate skill in performing a variety of written and oral communication tasks. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

A. The writing portion of this course will include a minimum of your final therapy summary report and:

- a. **Introduction letter to parent/caregiver. This is to be completed and given to parents on the first day of therapy.**
- b. **Introduction letter to teachers and staff at Assumption Catholic Schools.**
- c. **Midterm report**
- d. **Self-Evaluation of Writing;** during the semester, you will have opportunities to evaluate your own writing skills. You will revise your therapy report according to feedback given. You will also have opportunities to discuss my comments as they relate to your revisions. **When you make corrections, do not remove my previous comments. I will delete them after reviewing your revisions.**
- e. **Lesson Plans and Self-Evaluations;** as stated previously, you will write weekly lesson plans for your client.

14. **CONFIDENTIALITY:** Please refer to the Center's policies and procedures regarding electronic information, client records and audio/video recording.
15. **ACCOMMODATIONS:** Reasonable accommodations are available for students who have a documented disability. Please notify your supervisor and the Clinical Director during the first week of classes of any needs based on a disability that may require a reasonable modification for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

16. **EVALUATION** - formal evaluations will be completed at midsemester and at the end of the semester. Your final grade will be determined by the average of the two grades. Grades will be based on the following:

a. A	95.5-100	B-	81-83.99	D+	66.5-70.00
b. A-	91-95.49	C+	78-80.00	D	61-66.49
c. B+	88-90.99	C	74-77.99	F	Below 61.0
d. B	84-87.99	C-	71-73.99		

17. **Professionalism & Dress Code** – Your conduct, the attitude you display, and your attire influence your credibility as a professional. Being prepared, being organized, being respectful of individuals you interact with during your clinical experience (client, client's family, supervisors, other student clinicians, other associated professionals, etc.), and showing confidence and respect for others are important qualities. The clinic has a well-stated dress code policy that you are expected to follow. I recommend that you bend, sit, stand, etc. in front of a large mirror at home to make sure that all parts remain covered.
18. **Partnership** – We are entering into a form of partnership. We share several common goals including (but not limited): to improve the client's communication status; to increase your clinical expertise; to improve your ability to develop clinical solutions; to develop your ability to accurately assess your own clinical performance; to learn how to make therapy a truly enjoyable experience for the client and yourself; etc., etc., etc. We can meet these goals through cooperation and consistent communication. I will, at times, assume an evaluative role with you, but it is my intent that, for the most part, our relationship of supervisor/supervisee will be one that is more collaborative in nature.
19. **Attendance**- Since clinical practicum is an essential part of your clinical training, it is assumed that you will attend all your weekly therapy sessions with your clients and any weekly meetings with your supervisor. If for any reason you need to cancel a therapy session or a meeting with me, please let me know ASAP. You have my phone number and email. You are also responsible for contacting your client and the front desk. You may need to make up therapy sessions that you cancel. **If you are sick**

(i.e., fever, diarrhea, vomiting, productive cough), please err on the side of caution. We do not want to make our clients sick.

20. **Punctuality**-You must be in the waiting room (VIRTUAL AND IN PERSON THERAPY) at least 5 minutes before your session is to start. Double check that all your clocks coincide; I will be looking at the waiting room clock. Please be prompt for all meetings. Adhere to deadlines for all paperwork.

Child Safety in the Clinic

- Do not ever leave a child unattended (e.g., if you have forgotten something, take the client with you to go get it.)
- An adult must be with children that are washing their hands.
- **Do not let children stand on chairs, lean back in chairs, sit on a counter, etc.**
- Monitor activity level in the lobby and hallways.
- Encourage walking, not running.
- Monitor how the child uses the automatic doors
- Monitor your child's behavior in terms of getting "too wild" or "too loud"

*Expectations for Students- Be a self-starter, ask questions, be proactive, be creative, have fun, be engaged, functional goals and objectives, activities focused on facilitating communication, independence, and problem solving.

WITH TEAMWORK, WE WILL ALL MEET OUR GOALS!!!!

In the event of a medical emergency, call 911 or use red emergency phone located in the middle hallway in the department. Help if trained and willing to do so. Guide emergency responders to victim.

In the event of a **tornado warning**, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans (Links to an external site) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a **fire alarm**, evacuate the building in a calm manner. Meet at the College of Professional Studies sign on Fourth Avenue. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt (Links to an external site) for details on all emergency responses at UW-Stevens Point.

Tentative Schedule: (subject to change depending on the needs of your client)

Week #1-2: We will have two meetings prior to clinic starting.

- **First meeting: Attend a group meeting with Mrs. Reeve** to discuss syllabus, client scheduling and starting date of therapy.
- **Contact the client/parents/classroom teachers** to finalize therapy schedule times
- **Sign up for a therapy room & complete white clinic card.**
- **Write a letter to parent/caregivers and other team members (teachers, principal, SLP).**

Letter should include:

- Brief paragraph introducing yourself
- Help me get to know your child (likes, allergies, food preferences, other helpful information)
- What is the best way to contact you (phone? E-mail?)
- **Sign up for a second one-hour meeting time (with co-clinician if applicable) and come prepared to discuss:**
 - “Client Paperwork Start-Up checklist” sent to you via email.
 - “Client File Review” (found in syllabus).
 - What ideas do your caregivers have for their child?
 - Have your first lesson plan written and saved on the shared one-drive folder. We will pull this up and use this for our discussion. Your lesson plan should include the following:
 - 1 or 2 measurable long-term goals for the semester and plans on how you will collect baseline data on the LTGs (if applicable).
 - 2-3 measurable STOs for each LTG & plans on how you will collect baseline data on the STOs
 - Activities to establish rapport with your client.
- **Complete an initial draft of background information for your POC and/or Final Therapy Report. Also include LTG/STO on your report (these may change after you obtain baseline data. These sections are due by the end of week 2 of the semester.**
 - ***Create space*** at the top of your FTR or POC for all necessary identifying information.
 - Background information usually includes when the child was referred, by whom & why, a brief description of those initial concerns, when child started to receive therapy, brief statement on their progress since they originally started therapy.

If your clinic assignment is the **Assumption Rapids Catholic School collaboration**, you will need to complete a midterm progress report and an end of the semester progress report. **Due dates and format will be discussed in our weekly meetings.**

Week #2-3: Begin therapy sessions. Remember – you are responsible for keeping track of your clock hours. When you are obtaining pre-baseline data on initial objectives, count these as diagnostic clock hours. Clock hour forms are by office 041.

Week #3-4: Please add “Status of client at the beginning of the semester” to your FTR or POC. To be turned in by the end of week 4 of the semester.

This section contains information from your initial testing/observations. *This section is similar to the “Present Level of Academic Achievement and functional Performance” in an IEP. In this section you describe the student’s strengths and the unique needs of the child. You may include parent concern/comments as well. Consider describing how the disability affects involvement in age-appropriate activities.*

- This section should be measurable, objective, functional, and current.
- It also includes the results of most recent evaluations (e.g., formal and informal baseline data)
- You will use this information to establish a baseline for writing goals
- Remember that “measurable” means you can count it or observe it. When you are tempted to write unmeasurable terms such as ‘difficulty,’ ‘weak,’ ‘unmotivated,’ ‘limited,’ ‘uncooperative,’ and so on, stop and ask yourself, “What do I see the student doing that makes me make this judgment call?” What you actually see or hear the student doing is the measurable content you need to identify in your status section.

Week #3-4: Finalize your goals and objectives written in standard format and reflect your baseline information. Share these with the client’s parent/caregiver.

Week #5: FTR or POC due with the following completed: background information, status at the beginning of the semester, goals and objectives for the semester.

Week #5-6: Complete self-evaluation using the “Evaluation of Therapy Skills” form. Develop one or two clinical goals(s). (If your clinic is virtual – you will not have to complete a video self-evaluation)

Week #7-8: Midterm self-evaluation discussion with supervisor.

Week #9-10: Procedures section completed on **FTR or POC and due by the end of week 10 of the semester.** Discuss and plan post baseline data process

Week #11: **By the end of week 11 of the semester,** first draft of final sections of therapy reports due (add results if available, otherwise add later) and projected recommendation. If appropriate for your client, create a home program packet to have ready to give at our final conferences.

Week #12: See Mrs. Reeve to discuss date/time, and then call to schedule final parent/teacher conferences with families. Students are to inform parents, caregivers, and teachers of the final day of therapy is Thursday May 4th. End of the semester parent/teacher conferences will be scheduled during week 14 or 15 of the semester.

Week #13: The last week of clinic is week 14 of the semester. Reports should be in near final form. Parent/Teacher conference should be scheduled. Begin note to next semester clinicians.

Week #14: Last week of clinic this week.

Week #15: Parent/Teacher conference this week and paperwork check out meeting.

CLIENT FILE REVIEW
COMPLETE BEFORE OUR FIRST MEETING

You can find all the pertinent information in your client's chart. Look through IEPs, past therapy reports, notes, etc. I also encourage you to talk with parents/caregivers, previous clinicians, and school-based clinicians and teachers. This may be handwritten or typed. We will mainly be using it to guide our discussion.

Name: _____

Client's initials: ___ **Client's Chronological Age** _____ **Client's DX** _____

Summarize the case & discuss in broad terms the intervention plan. Think about the client as a total communicator. How does the client communicate (strengths/weaknesses)? What does the client need to learn to communicate more effectively?

What did you find out from the previous/current clinician(s) and parent/caregivers?
(Contact previous SLHC-UWSP clinicians and/or current clinicians from other facilities)

Note any teaching strategies discussed in the previous FTR:

What else would you like to know about your client? How can you find out that information?

What areas do you need help with getting started? Be specific here.

In your opinion, what are your clinical strengths? (If you haven't had clinic yet, what do you *think* they are?)

How much supervision and input do you feel that you need? (1=no supervision; 10=maximum supervision)



Justify your response:

Therapy Tips

Things to think about before/during/after therapy

1. Have I arranged the room in such a way to decrease distractions and increase attention? Have I made adaptations for any special needs or concerns? (e.g., wheelchairs, child who is a climber, etc.)
2. Am I thinking about the client as a communicator or a list of goals? How will the therapy I have planned affect the client's ability to interact and communicate?
3. Have I planned age-appropriate activities? Are they fun and interesting? Will they elicit a lot of targets?
4. Have I over-planned? Do I have Plans B and C in case one of my activities doesn't work as I have anticipated?
5. Do I have all of the materials I need? (Books, toys, artic cards, games, pen/pencil, crayons, scissors, paper, tests, test forms, etc.)
6. Do I have a "cheat sheet" for things I plan to elicit or address during play or reading activities? (e.g., cooking task to address /k, g/ in IP—"cut, cook, carrot, cold, Coke, candy, good, go, gooey, gum")
7. Do I have an understanding of cueing strategies and how to use them?
 - Verbal cues:**
 - *Model with direct imitation-: "Say **fan**."
 - *Model with delayed imitation: "This is a **fan**. What do you want?" ("fan")
 - *Cloze technique: "Oh, you want the f ____." (while pointing or holding fan)
 - *Binary choice: "Do you want the *fork* or the *fan*?" (always use desired response as the last option—child more likely to repeat correctly what he just heard)
 - *Request for clarification: "You want the *pan* (fan)?"
 - Visual cues:**
 - *Tucker Signs, signs
 - *Gestures to indicate a phonological property like stop/go or front/back sound
 - *Pointing to your mouth as you produce the sound or just demonstrate the position of the articulators.
 - *Pointing
 - Phonemic placement cues:**
 - *Describing what the articulators are doing in age-appropriate terms ("When you make the /f/ sound remember to bite your bottom lip and let the air leak out.")
 - *Using a descriptive name to describe phonemes such as "leaky tire sound" (/f/), "be quiet sound" (/ʃ/), "buzzing bee sound" (/z/), etc.
8. Do I have a behavior management plan? Will I remove privileges, use time-out? What will I do if the child refuses to participate...or cries...or throws toys...or self-stims... or tantrums?
9. Do I introduce each therapy activity and its purpose, or do I just jump from one thing to another?
10. Do I have a way to keep data that is consistent and logical?
11. Do I look professional? Can I sit down, bend, reach, and stand up without tugging at my clothes to keep tops and bottoms covered? Am I chewing gum?
12. Did I have fun? Doesn't it feel great to make a difference in someone's life?

CSD 495, 791-794: Clinical Practicum

Spring 2023 Syllabus

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: TBD

Microsoft Teams (preferred contact method): This is available through Microsoft 360 (which we all have through the university) and saves a ton of emails. There is also an area to upload documents where I will check de-identified lesson plans.

E-mail: sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following.

Office Telephone: 715-346-3524

Cell Number (emergency use): 385-414-3993

Course Information

Course Description (official):

495: Clinical management of clients with articulation and language disorders including clinical report writing. Oral and written assignments address discipline-specific communication skills.

791-794: Evaluate and manage persons with communicative disorders in the Speech, Language and Hearing Clinic and selected off-campus facilities.

Course Description (un-official):

Learn to do therapy with actual clients – and write about it!

Prerequisite: Department consent

Meeting Room and Times: TBD – We will have weekly group meetings for the first 4 weeks of the semester, then as needed for the rest of the semester.

Course Learning Outcomes

Students will:

1. Assess.
 - a. While you won't be doing a full "diagnostic" with your clients, the first and last few sessions will focus on informal assessment of your client's present level of functioning in their areas of concern.
 - b. You will have the opportunity to:

- i. Select and/or develop appropriate standardized and/or criterion-referenced/informal assessments.
 - ii. Collect and analyze baseline and follow-up data according to best practices tailored to your client.
- 2. Treat.
 - a. All of you are at different places in your intervention experience. It is my goal to meet you where you are and provide appropriate support to facilitate your progress to the next level(s) of proficiency.
 - b. You are responsible to (with appropriate support from me):
 - i. Engage in evidence-based practice by making decisions using the best available evidence, client/caregiver preferences, and our combined clinical expertise.
 - ii. Plan sessions following your selected treatment approach in advance.
 - iii. Make online adjustments according to the client's abilities, preferences, and states of being (e.g. mood, physical condition, etc.).
 - iv. Collect accurate, concise, and relevant data at intervals appropriate to the selected treatment approach.
- 3. Write.
 - a. Accurate, concise, and grammatical writing is an essential function of being a speech-language pathologist. I will provide you with several acceptable formats for SOAP notes and assist you to develop your writing skills.
 - b. You will...
 - i. Write complete and concise SOAP notes and FTRs.
 - ii. Document all client/caregiver contact outside of therapy in the "Contact Notes/Messages" section of ClinicNote.
 - iii. Use grammar and punctuation conventions appropriate to the clinical document you are writing.
 - iv. Proficiently use 'tricky' clinic words such as "elicit."
 - v. Submit clinical documents in a timely manner (SOAP notes w/in 24 hours of session; FTRs by deadlines.)
- 4. Develop professionalism.
 - a. You will have the opportunity to develop and practice behavior befitting our profession.
 - b. You will...
 - i. Maintain patient confidentiality in speaking and writing.
 - ii. Prepare well for sessions in advance. This includes having back-up plans.
 - iii. Interact with clients/caregivers/supervisors respectfully and in a timely manner.
 - iv. Reflect on your own progress and seek to improve any areas of concern.

ASHA and DPI Standards

You will have the opportunity to meet the following ASHA standards (in full or in part) in this course: V-A, V-B, V-C, V-D (for grads), V-E, and V-F. Other ASHA standards that also apply, but less directly: IV-D, IV-E, IV-F, and IV-G.

For full documentation of these standards see: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-

Language Pathology. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards.

This course is also a chance for students to improve their clinical writing skills. Students will complete a variety of written assignments including SOAP notes and therapy reports.

This course also fulfills the American Speech-Language and Hearing Association's (ASHA) standards regarding knowledge outcomes of a program of study as follows:

Standard III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

Implementation: The applicant must demonstrate skill in performing a variety of written and oral communication tasks. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

The knowledge, skills, and disposition criteria for this course are consistent with the following Department of Public Instruction PI 34 standards for certification:

- The clinician understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- The clinician understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social, and personal development.
- The clinician organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- The clinician understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- The clinician is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionalism in the learning community, and who actively seeks out opportunities to grow professionally.

Procedures

Before Therapy Begins/As Soon As Possible

- Read this syllabus! 😊
- Read the client's file carefully (available in ClinicNote).
- Fill out the "Client File Review" sheet as you read the file. The sheet is available in the "Holbrook Clinic" module on the 791/495 Canvas page.
- Meet briefly with me to discuss client and scheduling.

- ❑ Call your client/client's caregiver to arrange therapy times.
- ❑ Sign up for a therapy room. Fill out the sign-up sheet on the door of the room you choose.
- ❑ Once you sign up for a room, turn in a white card to Christine.
- ❑ Plan your first session. DO NOT include the client's personally identifying information in the document.
- ❑ Upload your plan to your Teams page (I will send you a Teams invite for your page)

Once Therapy Starts

For each session:

1. Choose the objective(s) you want to target
2. Select the techniques you want to use to teach the target (this will depend somewhat on the approach you're using)
3. Plan activities during which you can teach the target.
4. Reserve any materials you may need (as appropriate)
5. Upload the lesson plan to your Teams page at least 2 hours before your session
6. Be in the lobby at least 5 minutes before your session.
7. Do therapy!
8. Clean up 😊
 - a. You are responsible for sanitizing your therapy rooms after each session. There are cleaning materials in each room, so this should be pretty efficient
 - b. You are also responsible for cleaning/sanitizing materials you check out from the CMC. You should have been trained in this – let me know if not.
9. Complete your SOAP note within 24 hours of your session on ClinicNote. **Be sure the date, time, and location of therapy reflect the *actual* session information.

Therapy Plans

- Turn in your therapy plans *at least* 2 hours in advance on Teams.
- I'm flexible with the format, but be sure your plans are **goal-driven**, not activity driven.
- Whatever format you use, be sure to include 1) the STO you are targeting, 2) procedures/therapy techniques you will use, 3) activities/materials, 4) any behavior management techniques you will apply (if needed)
- **ALWAYS over-plan!** Think in terms of no longer than 10-15 minutes per activity for a preschooler and be prepared for 1-3 activities to "bomb," so have a Plan B and C.

SOAP Notes

- SOAP notes are due **within 24 hours** of your session
- Write them on ClinicNote.
- I will approve them w/in a week of submission and send you feedback via Teams.
- You should have practiced writing SOAPS in CSD 360. Let me know if you have questions, though.
- There are many different "right" ways to write a SOAP. Examples of acceptable SOAP notes in the "Holbrook Clinic" module on Canvas.

Final Therapy Report (FTR)

- Different sections of the FTR will be due throughout the semester (see schedule).
- The (almost) final draft will be due at least 24 hours prior to your final session so you can review with the client/caregiver at the final meeting.
- After the final meeting, you'll finalize data/edits and submit it via ClinicNote.
- I will review and finalize it and let you know of any major edits (if any). If you don't hear from me, it was golden!

Feedback:*During-Session Feedback:*

- I will take notes as I watch your sessions and will send you the notes via Teams right after the session. If you don't receive them, ask me for them. I expect you to apply my feedback in the following sessions.
- If I see an opportunity for me to model a skill and/or provide support in session, I will come into the room. This is part of clinical instruction and isn't punitive. If you'd like me to show you how to do something (e.g., ID correct/incorrect productions, ID instances of joint attention, model focused stimulation, etc.), I'm happy to come in and show you, just ask! 😊

Post-Session Feedback: Much of your session feedback will happen immediately after your sessions when I come by for a short debrief. I expect you to apply what we discuss in the following sessions. If you consistently struggle with a skill/concept, we will set up a more formal means of tracking your progress (e.g., weekly check-ins, improvement plan, etc.).

Writing Feedback: I will review your SOAP notes within a week of submission. I will give written feedback via Microsoft Teams. I expect you to apply what I suggest in the following SOAP notes. If you consistently struggle with a skill/concept, we will set up a more formal means of tracking your progress.

Working with a Co-Clinician (if applicable)

You may be assigned to work with a co-clinician. Here are my expectations for working in pairs as well as some tips.

Expectations:

- Work should be evenly distributed between you
 - This will look different for each pair, but if you are feeling like you are shouldering most of the load, talk with your partner, then talk with me.
 - NOTE: Different people have different styles. Your co-clinician may have a different work style than you (e.g., plans way ahead vs. plans at the “last minute,” visible, external organization vs. internal/mental organization). This doesn’t mean that they are doing things wrong. It may be an opportunity to communicate what you need and to strike a compromise.
- Alternate who takes the lead on writing the SOAP notes.
 - This helps me to evaluate your individual writing proficiency.
- Take equal responsibility for what happens in session.
 - While one person may “take the lead” on a certain activity, the other person should be actively engaged in teaching during that activity as well.
 - Share data-taking responsibility – work out what will work for your partnership and let me know your plan. Ask me if you’re struggling with this.

Tips:

- Communicate. Talk early, often, and regularly. Even if something is uncomfortable, it’s easier to talk about it earlier than later.
 - Use “I...” statements and “I wish/wonder...” statements. Example, “I feel anxious when plans are not submitted until the day of our sessions. I wish we could submit them the day before.” OR “I feel anxious...I wonder if it would work to submit them the day before.”
 - Listen to understand.
 - Come to a consensus.
- Give each other grace. You’re both learning and doing the best you can. Give each other the benefit of the doubt. If you wonder about something, ask in a neutral, respectful way for clarification.
- Enjoy the experience! This is what you signed up for! 😊 Talk to me if you have concerns.

Assessment and Grading

I will assess your progress by evaluating your:

1. Clinical performance in session,
2. Writing ability in SOAP notes and the FTR,
3. Professionalism in interactions, preparation, timeliness, dress, etc..

I expect you to engage in self-reflection; typically, this will be done informally. However, if you are struggling to implement a strategy/concept, I may have you perform a more formal assignment to hone your abilities (e.g., a video reflection on your performance).

Midterm/Final Evals

I will formally evaluate your progress at midterms and at the end of therapy using CALIPSO or the Senior Grading Form. I will meet individually with you to discuss your progress at these times.

Weekly Meetings/Tentative Schedule

We will meet in two groups (Seniors and 1st year grads) 1x/week for the first six weeks of the semester, then on an as-needed basis. We will discuss the most recent sessions, answer questions, and address concerns, etc. This is a basic outline of other topics we may discuss. Please be ready to report on your sessions (wins/challenges) and to collaborate.

Date – Clinical Activities for the Week	Meeting Topic(s)
Week of 1/23 – Call clients/caregivers to schedule sessions.	Solidify schedule; Review syllabus; Discuss plan for first session, how to collect baseline data; ClinicNote questions; SOAP note writing
Week of 1/30 - First week of clinic; collect baseline data	Review CALIPSO/Senior rating scale; Writing goals and objectives <i>Initial Draft of Background information for Final Therapy Report (FTR) Due by 2/3</i>
Week of 2/6 – Finish collecting baseline data (if applicable), Start intervention	Data collection/Troubleshooting; Using public domain/creative commons materials <i>Initial Draft of goals and objectives written in standard format complete with baseline data due by 2/17</i>
Week of 2/13	Theoretical Foundations and How They Apply To YOU! <i>Come to meeting with the theory behind your tx approach</i>
Week of 2/20	Grand rounds – come prepared to share wins and challenges. <i>Revised draft of these FTR sections: background information, status at the beginning of the semester, goals, and objectives for the semester. Due by 2/24</i>
Week of 2/27	Grand rounds – come prepared to share wins and challenges.
Weeks of 3/6 and 3/13 – Midterm Meetings	Schedule individual meetings with me to review Calipso scores and discuss goals for the rest of the semester.
Week of 3/20 – SPRING BREAK	NO CLINIC
Weeks of 3/27-4/24	No group meetings; individual/clinician pair meetings as needed/desired
Week of 5/1-5/5 – Last Week of Clinic Final meeting w/client/caregiver during last session	Sign up for individual final meetings with me <i>Final draft of FTR due 5/5</i>
Week of 5/8 – Final Clinician Meetings	Individual meetings with Dr. Holbrook

Course Policies

Attendance

Treat your clinical assignment like a job (it will be in a couple years!). You are expected to attend all therapy sessions and any weekly meetings with me (these are like grand rounds in medical settings). If you do need to cancel, follow this procedure:

Absence procedure

1. Contact me ASAP. You have all my phone numbers, so there is no reason you should not be able to get in touch with me.
2. Contact your co-clinician (if applicable).
3. Contact your client/their caregiver.
4. Contact Christine to let her know.
5. Schedule make-up session.
 - a. You are expected to make up therapy sessions that you cancel. You are not expected to make up sessions that the client cancels, although you are welcome to offer that option if you want to or need clinical hours.

Note: If you are really sick (i.e., fever, diarrhea, vomiting, productive cough), please err on the side of caution and stay home (goal = no sickness in the clinic). We don't want to make our clients sick, and your therapy will not be effective – even virtually – if you are sick.

COVID Guidelines

For the full policy, please refer to the Clinic Handbook on the Clinical Practicum Canvas page or the [COVID 19 information page](#). Here are the highlights:

- Face coverings continue to be required in all areas of the clinic.
- If you haven't already received one, you can receive a mask with a window in it to use during therapy with clients who need visual support while you are modeling (i.e. artic/phono clients).
- If you have a known exposure to COVID – DON'T COME TO CLINIC! Even if you are asymptomatic. Contact me and Student Health Service.
- If you and the client/caregiver are comfortable, artic/phono clients may remove their masks while practicing so you can see and hear more clearly.

Child Safety in the Clinic

- Don't ever leave a child unattended (e.g., if you have forgotten something, take the client with you to go get it.)
- Do not let children stand on chairs, lean back in chairs, sit on a counter, etc.
- Do not plan art projects that require glue guns, staplers, etc.
- Monitor activity level around the bean bags.
- Avoid items such as balloons, pointed scissors, etc.
- Monitor activity level in the lobby and hallways.
- Encourage walking, not running.
- Do not reinforce your client with candy or other high-sugar snacks; typically eating and talking do not go well together. We can discuss appropriate reinforcements for your client.
- Monitor how the child uses the automatic doors and don't let them run out into the parking lot.

Inclement Weather Policy

Overall clinic policy is to cancel in-person therapy if the UWSP campus is closed due to weather concerns. My additional policy is to cancel in-person therapy if the Stevens Point School District cancels in-person classes due to weather. In general, if the Stevens Point School District is not closed, we will have therapy. Exceptions may be made for students who commute in from longer distances or have other extenuating circumstances. These will be addressed on a case-by-case basis – contact me if you have questions. Should clinic be cancelled due to inclement weather, it is your responsibility to contact the client/client's parents and Christine. CC me on all email communications and inform me of any phone/text communications.

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with planning/SOAPs/working with your co-clinician or have any other concerns or difficulties, **please contact me as early as possible**. Let's find a solution together. I want to help.

Commit to Integrity

Basically, be honest. I will do my best to be very clear about what is and is not, but ultimately, if it feels iffy, it probably is and don't do it. You are expected to plan your own sessions (with your co-clinician, if applicable). You may collaborate with others and get ideas (this is encouraged!), but the actual planning, conducting and writing up of sessions should be independent or with your co-clinician. **Be careful of copyright issues for images and clinic materials found online. Cite sources and use public domain/creative commons images. Utilize the CMC resources.** Academic dishonesty cheapens the value of your and others' education.

UWSP's 2 cents: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see: https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

CSD 495, 791-794 Spring 2023

Supervisor: Pamela Terrell, Ph.D., CCC-SLP
Phone: (715) 346-3423 office; (715) 346-3423 (cell)
Email: pterrell@uwsp.edu

Office: CPS 034
Meeting time: TBA

The purpose of life is not to be happy - but to matter, to be productive, to be useful, to have it make some difference that you have lived at all.

Leo Rosten

Welcome to Spring Practicum! I anticipate that we will have a smooth and productive semester in which we will see our clients improve their ability to communicate. Equally as important, I want you to learn more about yourself as a clinician and develop your own skills. Each student brings different abilities, personalities, ideas, and even insecurities to the clinic setting. It is my hope that we can develop and strengthen your attributes and improve your confidence and skill on those areas that you are concerned about.

Do all the good you can, and make as little fuss about it as possible.

Charles Dickens

Objectives

1. To gain experience evaluating and treating individuals who have communication disorders.
2. To develop and improve skills in the areas of:
 - Therapy planning and implementation
 - Writing goals, objectives, and other documentation
 - Professional report writing
 - Managing and interpreting data
 - Self-evaluation of clinical skills
3. To provide an opportunity to use professional interaction skills with the clinical supervisor, parents/families, and other student clinicians.
4. The knowledge, skills, and disposition criteria for this course are consistent with the following Department of Public Instruction PI 34 standards for certification:
 - The clinician understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - The clinician understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social, and personal development.
 - The clinician organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- The clinician understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- The clinician is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionalism in the learning community, and who actively seeks out opportunities to grow professionally.

My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed.

Anne Sullivan

Before Therapy Begins

1. **After our initial meeting** read the client's file carefully and fill out the form (pp. 6-7) that is at the end of this syllabus.
2. Submit these items as soon as possible after our first meeting. You may submit electronically or on paper in my box)
 - a. Completed summary form (see number 1 above)—one per clinician
 - b. Some general ideas for your first session
 - c. Your schedule—if some clinic times with other placements aren't set, please indicate tentative times (**paper copy**)
3. Contact client or caregiver to schedule therapy times.
4. As therapy arrangements become finalized, you will need to sign up for a therapy room. You can fill out the sign-up sheet on the door of the room you choose. Let's discuss rooms before you sign up as some clients need a larger or smaller room. Once you sign up for a room, turn in the white card to Christine.
5. Read the procedures for the Infection Control Policies for Clinical Practicum.
6. We will discuss how we will handle therapy plans, data, and other paperwork issues during our first group meeting.

For Each Session

1. Be prepared!
 - a. What STOs are you targeting?
 - b. What activities are you using? How do they support your goals?
 - c. What supplies do you need?

2. You should be in your therapy room setting things up no later than 15 minutes before your session. If someone is in your therapy right up until your time, have materials ready to quickly move right in.
3. Be in the lobby ready to greet your client at least 5 minutes before your session.
4. Clean up after each session—wipe down tables, light switches, etc. Also clean and sanitize all toys and materials.
5. Write SOAP notes immediately after your session if possible. Otherwise, complete your SOAP within 24 hours.

General Information Regarding Practicum

1. Attendance

Since clinical practicum is an essential part of your clinical training, it is assumed that you will attend all of your weekly therapy sessions with your clients and any meetings with your supervisor. If for any reason you need to cancel a therapy session or a meeting with me, please let me know ASAP. You have my phone number, so there is no reason you should not be able to get in touch with me. You are also responsible for contacting your client and the front desk. You may need to make up therapy sessions that you cancel.

Note: Since we are still in a pandemic, please err on the side of caution. If you have a runny nose or a cough, it may be allergies, but it may not. Get tested on campus, even if you are vaccinated (which I sincerely hope that you are).

2. Therapy Plans

We will discuss therapy plan format at our first meeting. A note about therapy plans... **ALWAYS over-plan!** For example, think in terms of no longer than 10-15 minutes per activity for a preschooler and be prepared for one activity to “bomb,” so have a Plan B and C just in case. For adults, be aware that conversation often IS the activity and therefore, not a “waste of time.”

3. Weekly Meetings

If schedules permit, we will meet in a weekly clinic group. I think that the sharing of information among ourselves is a powerful way of learning and is excellence practice for “real world” clinical problem solving and sharing. At our weekly meetings, you may be asked to show and narrate a video, teach a new treatment technique, or look up current evidence-based practices to share with the group. You can always schedule an individual meeting with me any time during the semester if you need to do so.

Date	Topic
Week of 1/23	Clinic Introduction
Week of 1/30	Grand Rounds/Establishing Goals and Objectives
Week of 2/6	Grand Rounds/Planning Therapy
TBD...	Pending schedules...
Week of 3/13	Midterms

4. **Written Assignments**

This course provides an opportunity for graduate students to learn and improve their clinical writing skills. Students will complete a variety of written assignments including SOAP notes, self-evaluations, and therapy reports. This meets ASHA Standard III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

During the semester, you will have opportunities to evaluate your own writing skills. You will revise your therapy summary report according to my feedback. You will also have opportunities to discuss my comments as they relate to your revisions.

5. **Client Cancellations**

If the client or client's parents cancel a therapy session, cancellation notices will be posted by the faculty mailboxes. **If you cancel therapy, it will be your responsibility to let me, Christine, and the client/client's parents know of the cancellation. If your client lets you know that he/she will be canceling a future therapy session, let Christine and me know about the cancellation.**

6. **Statement on Tele-therapy and In-Person Therapy**

Most intervention at this time will occur in person, while some intervention will be via teletherapy. The procedures required to ensure safety, confidentiality and effectiveness will differ with each mode of presentation. This syllabus will largely address the common components of intervention across both tele-tx and in-person settings. Specific instructions will be provided to you based on your assigned setting. If you are in person, make sure that you wear a face covering that covers your mouth and nose in the clinic. You are also responsible for wiping down the table, chairs, faucets (if applicable), door knobs, and light switches in each room, as well as following COVID protocols for materials from the CMC. **Your clinic grade may be negatively impacted if you aren't adhering to proper cleaning protocols.**

7. **Co-Clinicians**

Many of you will have a co-clinician. In this case, it is expected that the workload will be shared 50/50. This means that you will take turns writing SOAP notes, collaborate on the FTR, coordinate contacting any team members (family, social workers, school SLP, etc.), and both be actively engaged in therapy. It is likely that you have different personalities, strengths/weaknesses, knowledge, skills, and interests. Some of you might be Type A people who want to complete things two weeks before they are due. Others of you are more laid back and work best at the last minute. This is an opportunity to learn to collaborate, compromise, and empower each other.

- I will intervene if I observe one person controlling the session or hanging back and being too passive
- I will check-in with each clinician individually to talk about equity and shared workload
- If you are having difficulty working with your co-clinician, please come see me, but only after you have had a mature discussion with your partner.

- Both clinicians should be taking data and participating with the client actively throughout the session, even in one of you is leading the activity.

8. Grading

Grades are based on knowledge of the disorder you are treating and appropriate therapy techniques, clinical writing skills, response to feedback, and professional skills. You will be evaluated twice—at midterm and the end of the semester in writing and in a meeting at midterm. All meetings related to grades will be individual.

Tentative Schedule:

(subject to change depending on the needs of your client)

Week of January 23	Getting started, e.g., meet together, schedules, room assignments, etc.
Week of January 30	Baseline/pre-test; rough draft of objectives for your client; begin therapy syllabus
Week of February 6	Solidify LTGs and STOs
Week of March 6	Video self-evaluation is due at the end of the week
Week of March 13	Midterm evaluation--I'd like for your video self-evaluations to be completed prior to the midterm conference
Week of April 24	<p>First draft of the beginning of your Final Therapy Report is due. See Canvas for form. It should include:</p> <ul style="list-style-type: none"> • all necessary identifying information, • background information (this section usually includes when the client was referred, by whom & why, a brief description of those initial concerns, when client began to receive therapy, and a brief statement on their progress) • Status at the beginning of therapy (this section usually contains information from your initial testing/observations; and • your goals and objectives written in standard format and reflecting your baseline information).
Week of May 1	Final conferences; final therapy report due in completed form after the conference

COMPLETE AFTER OUR FIRST MEETING

You can find all of the pertinent information in your client's chart. Look through IEPs/IFSPs, past therapy reports, notes, etc. This may be written on typed. We will mainly be using it to guide our discussion.

Name: _____

Client's initials: ___ Client's Age _____ Client's DX _____

Summarize the case & discuss in broad terms the intervention plan. Make sure you look at final therapy reports, IEPs/IFSPs, medical reports, case history form, and other relevant information in the file. Think about the client as a total communicator, not a list of goals. How does the client communicate (strengths/weaknesses)? What does the client need to learn in order to communicate more effectively?

What else would you like to know about your client? How can you find out that information?

What areas do you need help with in getting started? Again, be specific here.

In your opinion, what are your clinical strengths? (If you haven't had clinic yet, what do you *think* they are?)

How much supervision and input do you feel that you need? (1=no supervision; 10=maximum supervision)



Justify your response:

How would you define our roles as student clinician and clinical supervisor?

Name _____

Video Self-Evaluation
Terrell/Clinic

Please complete this individually and turn in a hard copy to me by the date indicated above. Be thoughtful and reflective.

1. Carefully observe your interaction with your client (and co-clinician, if applicable). Reflect on your body language, facial expression, and other nonverbal communication. How did you come across to your client and family members? Is there anything you would change?
2. Consider the intervention techniques you used. List a few techniques that you noted in your session and give a specific example for each. Were you satisfied with the variety and type of intervention techniques? Support your answer.
3. Consider your cueing hierarchy. Give at least one example in which you used several cues to get the desired response. What types of cues tended to be most beneficial?
4. What intervention techniques and/or activities tended to get the best response from your client? Speculate why. (Of course, this can vary widely from day to day).
5. Think about prompts and interaction style with your client. Specifically, were your questions yes/no (closed) or open-ended? Did you ask too many questions? Did you talk too much or too fast? Did you say "Can you?" when you should have said "Let's..."? Did you pause enough to give your client time to respond or initiate? Did you teach and instruct your client or just test, test, test? Also consider the type of feedback/reinforcement and the frequency
6. What clinical skill(s) would you most like to improve upon for the rest of the semester?
7. Brag on yourself! What did you see that made you feel confident and proud?

Therapy Syllabus

You will develop your own personal "therapy syllabus." A table format will be the easiest/best way to portray and convey this information. You will likely want to put your table in a horizontal format to give yourself more room. This table will be a working, living document in which you might make changes throughout the semester.

In your table I would like you to include the following information:

STO	Rationale for STO	Possible activities	Therapy techniques	Rationale for tx techniques	Cueing hierarchy

