CDS 594 • Advanced Clinical Practice
CDS 595 • Clinic Seminars

Fall 2016/Spring & Summer 2017

Communication Disorders and Sciences
Southern Illinois University Carbondale • Rehabilitation Institute

Graduate Catalogue Description:
CDS 594 (3 credits per fall & spring semester; 2 credits summer semester): Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling, and documentation procedures. Taken concurrently with CDS 595.
CDS 595 (1 credit per fall, spring & summer semester): Seminar series addressing topics required by the American Speech-Language-Hearing Association, Illinois State Board of Education, SIUC CDS program, and SIUC Clinical Center.

Course Instructors: Students will be registered, (by the CDS program secretary), in the section of one of the clinic supervisors:

Ascedaw Deal
adeal@siu.edu
453-2361

Kitty Martin, M.S., CCC-SLP
kittym@siu.edu
453-7723

Diane Muzio, M.S., CCC-SLP
dmuzio@siu.edu
453-2361

Kirsten Schaper, M.S., CCC-SLP
schaper@siu.edu
453-7142
**Course Objectives:** Upon completion of this clinical practicum course, each student will be able to:

1. use critical thinking skills to analyze, evaluate, and problem-solve clinical and other professional situations.
2. present with readiness to manage the demands of internship and/or student-teaching.
3. demonstrate professional behavior with clients, caregivers, peers, supervisors, and other professionals.
4. use standardized and non-standardized procedures to evaluate communication disorders.
5. plan and manage therapeutic intervention for diverse populations.
6. report orally and in writing, using professional language.
7. demonstrate compliance with SIUC Clinical Center & CDS Program policies and procedures, and the ASHA *Scope of Practice* and *Code of Ethics*.

**Instructional Methodologies/Strategies:** Supervisors use a variety of methods to instruct and train students in the development of clinical management skills. These include, but are not limited to: weekly group conferences, individual conferences, debriefing, written feedback, provision of direct model, provision of additional resources (e.g. texts, research articles, websites, etc.), and structured self-supervision. Supervisors will use peer-instruction/collaboration for planning of sessions, development of treatment plans, clinical decision-making, etc. So that students may acquire a breadth of clinical and professional activities, the following are required each semester:

1. Active participation in weekly group supervision meetings.
2. Active participation in individual supervisory meetings as directed.
3. Observation and analysis of peers engaged in clinical practicum.
4. Mandatory attendance at all clinic seminars.

**Professional Development Plan (formal remediation):** When necessary, students will participate in an individualized remediation process. This process is known as the Professional Development Plan (PDP), which will identify areas of needed skill improvement, specific strategies for remediation, expected outcomes, a time frame for completion, and actions based upon successful and unsuccessful completion. Students who desire a PDP are advised of the following guidelines:

1. The opportunity for remediation is dependent upon available faculty to supervise remediation activities.
2. Student will enroll in 1 credit hour of CDS 100, under the primary supervisor’s section number.
3. The PDP will typically last no longer than one semester.
4. The PDP will be designed and implemented by a committee of CDS faculty, who are appointed by the clinic coordinator.
5. The student will contribute to the development of the PDP.
6. The PDP will consist of individually designed learning objectives and activities, and criteria for completion.
7. The PDP committee will monitor the student’s progress, and if necessary, may modify the plan prior to completion, including termination of the plan.
8. At conclusion of the PDP, the committee will determine the student’s status.
9. A student who successfully completes the PDP is eligible to re-enroll in CDS 594 during a subsequent semester, depending upon availability of supervision.
10. A student who does not successfully complete the PDP is not eligible to re-enroll in CDS 594, and typically does not have the option to extend the PDP.
11. All students have one option for remediation during the course of their enrollment in all clinical practica combined, including CDS 594, 596, 597, and 598. This means that a student who has successfully competed a PDP in one practicum course, is ineligible for a second remediation in another practicum course.
**Mandatory Orientations:** All students who intend to enroll in CDS 594 & 595 must attend the required orientations and trainings scheduled at the beginning of the same semester. Dates are TBA. Students who do not attend the required orientations and trainings will not be permitted to enroll in clinical practicum for that semester.

**Clinic Seminars:** All students enrolled in CDS 594 & 5956 will attend mandatory clinic seminars scheduled each semester. Seminars are held on Fridays, 1-3pm. Topics are as follows:

- **Fall:** speech services orientation, Clinical Center orientation, client & ASHA-related forms, hearing screening procedures, internship/student-teaching requirements, ethics and scope of practice, clinical report writing, behavior modification techniques.

- **Spring:** ASHA CF requirements, ASHA certification requirements, Illinois Department of Financial Regulation & Professional Regulation requirements, Illinois State Board of Education Professional Educator License requirements, critical thinking skills.

- **Summer:** traumatic brain injury, blood borne pathogens and universal precautions, CPR training, internship and student-teaching orientations.

- **Summer seminar required for IL PEL candidates only:** Reading Instruction. This three-hour seminar addresses topics required as partial fulfillment of the PEL. This seminar in reading instruction will address literacy across the lifespan, with particular emphasis on the role of the speech-language pathologist in literacy development, including implications for language development and literacy competency. Evaluation, intervention, and counseling techniques will be discussed, with consideration to cultural competency and reflective practice.

  *Above topics schedule is subject to change.*

**Clinic Privileges:** Students are extended clinic privileges through enrollment in good standing in CDS 594 & 595, including access to: room reservations, client files, Materials Library, and Oasis. Students are required to wear a Clinical Center identification badge when on the premises. Students not wearing a badge will be denied access to Clinical Center resources.

Students assigned to the Center for Autism Spectrum Disorders do not have privileges in the Clinical Center; consequently, those students are not issued Clinical Center badges or keys to the Oasis.

**Client Assignments:** Students will receive therapy, evaluation, and supervisor assignments at the discretion of the Clinic Coordinator. Schedules will be provided to students in advance of the start of services to provide ample preparation time. Students may not refuse clinical assignments for any reason other than personal acquaintance with the client or some other conflict of interest. Students will rotate clinical experiences between the Clinical Center and the Center for Autism Spectrum Disorders.

**Formative Evaluations:** Students will receive frequent formative evaluations from their supervisor(s) in the forms of verbal and written feedback, and consultation during weekly supervisory meetings.

**Summative Evaluations:** Students will receive mid-term and final grades during the fall and spring semesters and final grades for the summer semester. The **Appraisal of Clinical Competence (ACC)** is used to provide summative evaluations and grades. Please see the ACC for specific details regarding evaluation items, rating scale, and computation of overall grade.

**Grading:** Students will receive letter grades, A through C (failing), in accordance with the grading chart contained in the ACC. Students must earn a minimum final grade of B or better to earn to progress in the clinical sequence. Generally, students who earn a grade of C or lower will be given the option to participate in a professional development program. Students who have an INC in CDS 594 from a previous semester will not be permitted to enroll in subsequent semesters until all prior requirements have been satisfied.
Students in good standing will receive a final grade for the current semester pending completion of all client-related documentation and return of all materials to the Materials Library. In the last semester of clinical practicum, students must also return their badges, mailbox and Oasis keys. Students who have any item(s) outstanding will receive a grade of INC until all course requirements are met.

**Policy & Procedures:** Students will comply with the policies and procedures as stated in the program manuals and as conveyed by the supervisors in the Clinical Center and the Center for Autism Spectrum Disorders.

**Materials Library:** Students are afforded access to the Materials Library with the expectation of compliance with lending policies. Non-compliance may result in rescindment of lending privileges.

**Students with Disabilities:** If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the instructor or contact Disability Support Services at Woody Hall B-150 or 618-453-5738.

**Emergency Procedures:** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website [www.bert.siu.edu](http://www.bert.siu.edu), the Department of Public Safety website [www.dps.siu.edu](http://www.dps.siu.edu), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The BERT will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Equal Opportunity Statement:** It is the policy of the SIUC Communication Disorders & Sciences Program and the Clinical Center to provide equal educational and training opportunities for all qualified students without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, sexual identity, or marital status.