CDS 594: Advanced Clinic  
Sections 004 & 009  
Center for Autism Spectrum Disorder practicum site

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Course Meeting Times: Friday 9-11:50  
Office Hours: Tuesday 11-1; Thursday 11-1 at CASD; Friday 12-2

Spring 2016 Course Syllabus

Required Readings
Student Handbook for Center for Autism Spectrum Disorder – This handbook, which is developed by CASD staff, will be provided to you in electronic format. It is your responsibility to be aware of information in the handbook.

Additional readings – Additional readings may be distributed periodically throughout the semester. Readings typically focus on autism spectrum disorder, teaching methodologies, or speech/language disorders. Students are expected to be able to engage in discussions with CASD staff related to assigned readings. In addition, students are expected to independently seek out published literature related to their clients.

Course Description and Objectives
CDS 594 is a graduate practicum course that builds on information presented in other CDS lecture-based classes in the required CDS graduate course sequence. Students will perform diagnostic and therapy to pediatric or adult clients who have either been diagnosed with autism spectrum disorder or demonstrate significant social-communication deficits. Students are supervised by licensed and certified speech/language pathologists according to policies set forth by the American Speech/Language Hearing Association (ASHA). Upon completion of this course, students should be able to:

- Administer speech/language assessments to persons with autism spectrum disorder
- Implement therapy (group and/or individual) to persons with autism spectrum disorder using a specific teaching methodology (Discrete Trial Teaching, naturalistic teaching, Picture Exchange Communication System, etc.)
- Communicate with parents and caregivers in a manner that is professional and appropriate to the listener
• Work collaboratively with students from other disciplines (Behavior Analysis and Therapy, Psychology, Counseling, etc.) in determining objectives and implementation
• Document services provided using paperwork templates provided by CASD staff. Documentation should be professionally worded, organized, and grammatically correct.
• Incorporate supervisory feedback into direct service protocols and paperwork drafts in a positive and professional manner

Course Expectations/General Format
Students are expected to attend sessions with clients as assigned by supervisors, unless prior arrangements have been made. In the event that a student is unable to attend a session, students should contact the supervisor immediately via phone or email. Client assignments are based on student training needs and should be qualitatively unique for each student each semester they are enrolled in CDS 594. Please refer to the Student Handbook for a more complete description of expectations.

Client therapy sessions are typically scheduled for 1-2 hours in length twice per week. Assessments are scheduled at the beginning, middle, and end of the semester and are announced by the supervisor at least one week prior. Students are expected to prepare/set up their sessions and to clean up any materials used during the session.

Grades
Student grades are based on the Appraisal of Clinical Competence (ACC) developed by clinical faculty in the Communication Disorders and Sciences program. This form is included in the Student Handbook. Students are assessed using the ACC at midterm and final with a grade assignment for each assessment. The ACC is based on the amount of supervision needed for the student to perform independently in three areas: Intra- and Interpersonal Skills, Diagnostic Skills, Intervention Skills. Clinician writing is also included in the ACC assessment. Most items used on the ACC are based on “core skills” indicated as necessary by the ASHA.

Students’ performance in therapy sessions will be periodically assessed using checklists developed by CASD and/or written descriptive feedback. Students are expected to improve their performance over the course of the semester and may be provided a variety of supervisory teaching to achieve this (modeling, role playing, written and verbal feedback, etc.).

Students with Disabilities
Students with disabilities are encouraged to seek support through Disability Support Services (http://disabilityservices.siu.edu). Reasonable accommodations will be made once supervisors are provided with documentation from DSS. Please refer to the DSS website and the Syllabus Attachment for further information.
Academic Dishonesty

Please refer to the Student Conduct Code (http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf) for information regarding academic integrity. Students found to be in violation of these policies will be referred to the appropriate office per University guidelines.