Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

<table>
<thead>
<tr>
<th>Future Effective Date: 08/16/2013 (effective date cannot be retroactive)</th>
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<tbody>
<tr>
<td>☐ New course  ☐ Temporary course  ☐ Drop service course</td>
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<tr>
<td>☐ There is a course fee associated with this course (see instructions)</td>
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| ☐ Variable credit  |   | ☐ Repeat credit (cumulative maximum _______ hours) |
| ☐ Increase credit (former credit _______ ) |   | ☐ Lecture-lab ratio (former ratio ____________) |
| ☐ Number (former number _______ ) |   | ☐ Prefix (former prefix ____________) |
| ☐ Crosslisting (between WSU departments) (Must have both departmental signatures) |   | ☐ Cooperative listing (UI prefix and number _______ ) |
| ☐ Conjoint listing (400/500) |   | ☐ taught by: WSU ☐ UI ☐ jointly taught ☐ |
| ☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval) |
| ☐ Request to meet GER in _______ (Must have GenEd Committee Approval) |
| ☐ Professional course (Pharmacy & Vet Med only) |
| ☐ Graduate credit (professional programs only) |
| ☐ Other (please list request) |

<table>
<thead>
<tr>
<th>SHS course prefix</th>
<th>566 course no.</th>
<th>Off-Campus Practicum Public School Setting title</th>
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<th>V. 2-6</th>
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<tr>
<td>credit lecture hrs lab hrs studio hrs prerequisite</td>
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<td>per week per week per week</td>
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Description (20 words or less)

Instructor: Leslie Power  Phone number: 358-7592  Email: power@wsu.edu
Contact: Gail Chermak  Phone number: 335-8849  Email: chermak@wsu.edu
Campus Zip Code: 1495

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/Date  Dean/Date  General Education Com/Date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/Date

All-University Writing Com/Date  Academic Affairs Com/Date  Senate/Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Students enrolled in this course are assigned clinical practice in area public schools under the direct supervision of professional speech-language pathologists. Change to S/F grading for this course is requested for several reasons. First, the faculty is uncomfortable with the degree to which we must rely on the external master clinicians who are supervising our students for letter grade recommendations. Most of these supervisors recommend A grades; however, we have noticed some inter-rater reliability issues across supervisors. Further, we expect that our supervisors will feel more inclined to share specific suggestions to help our students improve their clinical skills if they are relieved of the responsibility for recommending specific letter grades. Third, we have noticed that many supervisors recommend A grades for all students assigned their site; therefore, the current letter grading system is not differentiating student performance. Hence, moving to S/F grading will differentiate among students as well as the current letter grading system. Finally, S/F grading has been in place for another course involving external clinical rotations (SHS 570--Advanced Internship in Speech-Language Pathology) for many years. Applying S/F grading to this course (and for SHS 568, so requested in a companion major change form) will bring consistency across all external clinical courses.
Department of Speech and Hearing Sciences

SHS 566

COURSE OUTLINE AND EXPECTATIONS

OFF-SITE PRACTICUM EXPERIENCE IN SPEECH LANGUAGE PATHOLOGY IN PUBLIC SCHOOL SETTING

Off-Site Practicum – Public School Setting Washington State University SHS 568 (variable credits 2-6)
Advanced Clinical Practice Eastern Washington University COMD562 (variable credits 3-6)

University Instructor: Leslie Power, MSPA CCC-SLP
Clinical Professor

Off-Site Practicum Coordinator: Leslie Power, MSPA CCC-SLP

Contact Information:
Office: HSB – 125 T
Phone: (509) 448-6914
Email: power@wsu.edu

Off-Site Clinical Educator: To be arranged by the university instructor

Method of Instruction:
Lecture, observation and clinical experience

COURSE GOALS:

To gain experience in a public school setting the student will apply theoretical knowledge in assessing clients, planning and following through with appropriate therapy, participating in client conferences and managing paperwork. The student will develop critical thinking, decision making, and problem solving skills related to the evaluation and intervention with clients. The student will use appropriate documentation procedures for specific sites.

Each clinical experience will assist the student meeting the American Speech and Hearing Association’s (ASHA) standards, Knowledge and Skills Assessment (KASA)

The specific standards will vary depending on the setting. All KASA outcomes are listed at the end of this document.

ASHA Standards: SLP Standards: IV-G 1. Evaluation
2. Intervention
3. Interaction and Personal Qualities

OBJECTIVES:

Evaluation

- demonstrate the ability to choose appropriate diagnostic materials for a stated client disorder

- demonstrate the ability to interview client/significant other, administer standardized and non-standardized testing procedures, verbally summarize information to the client/significant other or multidisciplinary teams

- document assessment procedures according to specific site requirements

(SLP ASHA Standards IV G- 1)

Intervention

SHS 566 ComD 562 Public School Syllabus Revised Fall 2011
demonstrate the ability to plan and develop appropriate goals and objectives for individual client or client groups.

demonstrate the ability to develop and execute appropriate data keeping systems to document changes in therapy.

develop and carry out a variety of therapeutic techniques to meet students communicative needs.

carry out documentation techniques according to site specifications

develop knowledge and skill in counseling caregivers, clients regarding prevention and identification

(SLP ASHA standard IV-G -2)

Interaction and Personal Qualities

- develop consultative skills with client, family, other professionals to relate abilities/disabilities of the client and to provide education and training

- knowledge of legal and professional responsibilities to include the ASHA Code of Ethics; state and federal regulations

- develop awareness of diversity in the management and treatment of clients/patients.
  (SLP ASHA standard IVG -3)

Pre-requisite for Enrollment

Proof of liability insurance, Washington State Patrol and FBI fingerprint clearance, CPR, and blood borne pathogens training must be documented. Additional requirements designated by an individual site must be completed and documented prior to placement. Satisfactory completion of all required coursework, clinic in a University Hearing and Speech Clinic program on the graduate level with a minimum of 3.0 cumulative grade in the clinical courses, the student must obtain a 3.0 in the clinical course immediately proceeding the off-site practicum placement, faculty and clinical instructor recommendation, completion paperwork specific to individual sites.

Attendance

Public School Off-Site Placement

This off-site clinical experience is part-time ranging from 12-20 hours per week. The number of hours the student is at the site will determine the number of credits. This schedule will be determined with the off-site practicum coordinator and the off-site clinical educator. The student’s schedule will follow the working schedule of the off-site clinical educator’s at their site. Requesting time off to work on thesis, project, or campus work is not acceptable. Please advise the university instructor in writing of absences and arrangements made with the off-site clinical educator to make up for absences. Unexpected absences may result in failure of this course.

Class Meeting:

Students will meet an average of one-hour per week to facilitate learning in the off-site clinical experience, topics including site specific paperwork, workload/caseload issues, billing and reimbursement issues, documentation, etc.

Requirements and Means of Evaluation (Site specific ff-site practicum requirements will be handed out at the time of assignment in the semester preceding placement)

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Class Participation:
1. Class attendance, participation in class, face-to-face and email contact on a weekly basis. 10 points
2. Case study presentation as described in hand-out. 15 points
3. Two examples of written documentation, specific to the off-site practicum sites to be examined by the university instructor during the site visit or in classroom activity.

Off-Site Practicum Participation:
1. Lesson plans as required by the university instructor or the off-site clinical educator. 175 points

2. Evaluation of Student Performance form based on ASHA standards completed by the off-site clinical educator. (See example in your student packet). Completion of paperwork (Schedule, hour’s sheet, ASHA forms, KASA form or specific requirements as given by the university instructor or the off-site clinical instructor.

Total 200 points

There are 200 points possible in this course. A percentage will be taken from the possible points and the student’s actual points earned. This percentage will be utilized and final grades will be based on University Program’s in Communication’s published grading scale

(ASHA standards: SLP IVG)

It is the off-site practicum student’s responsibility to read and understand course requirements and participate to the best of their ability. This includes completion of all requirements and accurate recording of clock hours earned during this experience. Students are responsible for accurate representation of all clock hours and to seek advice from the university instructor if questions arise. Misrepresentation of clock hours will be regarded as academic dishonesty and handled according to university policy.

Performance based recommendations are made by the university instructor and the off-site practicum clinical educator for a final grade. The course may be repeated for credit.

Academic Integrity:

WSU Academic Integrity: As an institution of higher education, WSU is committed to principles of truth and academic honesty. All members of the University community share responsibility for maintaining and supporting these principles. When a student enrolls in WSU, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any form of cheating, plagiarism, or fabrication. WSU reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

EWU Academic Integrity: EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performances is essential for equitable assessment of the student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Changes of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited. Knowingly facilitating dishonesty is also prohibited. One such violation will result in a grade of “F” for this class.

Expectations

SHS 566 ComD 562 Public School Syllabus Revised Fall 2011
This course is designed to give graduate students in SHS/COMD majors an opportunity to participate part-time as a student in a public school setting. Upon completion of an off-site practicum the students should be ready for an internship experience in a similar setting.

Students with Disabilities Syllabus Statement 2010
Reasonable accommodations are available in online classes for students with a documented disability. We strongly recommend that you begin this process as soon as possible upon beginning your course. All accommodations must be approved through the Disability Resource Center.

For more information contact your home campus:

- WSU Online 800-222-4978: online@wsu.edu
  - If you have questions, please contact the DRC at 509-335-3417
- Pullman: 509-335-3417 http://www.drc.wsu.edu, DRC.FrontDesk@ad.wsu.edu
- Spokane: http://spokane.wsu.edu.html
- Tri-Cities: www.tricity.wsu.edu/studentresourcecenter/index.html

Eastern Washington University students who need accommodations should contact Disability Support Services, 215 Pence Union Building, 359-6871.

ASHA Knowledge and Skills Outcomes:
This course addressed the following knowledge and skills outcomes from the Knowledge and Skills Acquisition (KASA) form (depending on your clinical assignment):

31 Demonstrates knowledge of the assessment of articulation disorders (III-D)
32 Demonstrates knowledge of the intervention of articulation disorders (III-D)
33 Demonstrates knowledge of the assessment of fluency disorders (III-D)
34 Demonstrates knowledge of the intervention of fluency disorders (III-D)
35 Demonstrates knowledge of the assessment of voice and resonance disorders (III-D)
36 Demonstrates knowledge of the intervention of voice and resonance disorders (III-D)
37 Demonstrates knowledge of the assessment of receptive and expressive language disorders (III-D)
38 Demonstrates knowledge of the intervention of receptive and expressive language disorders (III-D)
39 Demonstrates knowledge of the assessment of hearing disorders (III-D)
40 Demonstrates knowledge of the intervention of hearing disorders (III-D)
41 Demonstrates knowledge of the assessment of swallowing disorders (III-D)
42 Demonstrates knowledge of the intervention of swallowing disorders (III-D)
43 Demonstrates knowledge of assessment related to the cognitive aspects of communication (III-D)
44 Demonstrates knowledge of intervention related to the cognitive aspects of communication (III-D)
45 Demonstrates knowledge of assessment related to the social aspects of communication (III-D)
46 Demonstrates knowledge of intervention related to the social aspects of communication (III-D)
47 Demonstrates knowledge of assessment related to communication modalities (III-D)
48 Demonstrates knowledge of intervention related to communication modalities (III-D)
49 Demonstrates skill in screening and prevention procedures during evaluation of articulation disorders (IV-G)
50 Demonstrates skill in collecting and integrating case history information during evaluation of articulation disorders (IV-G)
51 Demonstrates skill in selecting and administering appropriate evaluation procedures for articulation disorders (IV-G)
52 Demonstrates skill in adapting evaluation procedures for articulation disorders (IV-G)
53 Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for articulation disorders (IV-G)
54 Demonstrates skill in completing administrative and reporting functions to support evaluation for articulation disorders (IV-G)
55 Demonstrates skill in referring clients with articulation disorders for appropriate services (IV-G)
56 Demonstrates skill in screening and prevention procedures during evaluation of fluency disorders (IV-G)
57 Demonstrates skill in collecting and integrating case history information during evaluation of fluency disorders (IV-G)
58 Demonstrates skill in selecting and administering appropriate evaluation procedures for fluency disorders (IV-G)
59 Demonstrates skill in selecting and administering appropriate evaluation procedures for fluency disorders (IV-G)
60 Demonstrates skill in screening and prevention procedures during evaluation of fluency disorders (IV-G)
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Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for fluency disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for fluency disorders (IV-G)
Demonstrates skill in referring clients with fluency disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of voice and resonance disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of voice and resonance disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for voice and resonance disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for voice and resonance disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for voice and resonance disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for voice and resonance disorders (IV-G)
Demonstrates skill in referring clients with voice and resonance disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of receptive and expressive language disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of receptive and expressive language disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for receptive and expressive language disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for receptive and expressive language disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for receptive and expressive language disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for receptive and expressive language disorders (IV-G)
Demonstrates skill in referring clients with receptive and expressive language disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of hearing disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of hearing disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for hearing disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for hearing disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for hearing disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for hearing disorders (IV-G)
Demonstrates skill in referring clients with hearing disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of swallowing disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of swallowing disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for swallowing disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for swallowing disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for swallowing disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for swallowing disorders (IV-G)
Demonstrates skill in referring clients with swallowing disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for the cognitive aspects of communication disorders (IV-G)
Demonstrates skill in referring clients with cognitive-communicative disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of the social aspects of communication disorders (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of the social aspects of communication disorders (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for the social aspects of communication disorders (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for the social aspects of communication disorders (IV-G)
Demonstrates skill in adapting evaluation procedures for the social aspects of communication disorders (IV-G)

SHS 566 ComD 562 Public School Syllabus Revised Fall 2011
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for the social aspects of communication disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for the social aspects of communication disorders (IV-G)
Demonstrates skill in referring clients with social-communicative disorders for appropriate services (IV-G)
Demonstrates skill in screening and prevention procedures during evaluation of communication modalities (IV-G)
Demonstrates skill in collecting and integrating case history information during evaluation of communication modalities (IV-G)
Demonstrates skill in selecting and administering appropriate evaluation procedures for communication modalities (IV-G)
Demonstrates skill in adapting evaluation procedures for communication modalities (IV-G)
Demonstrates skill in interpreting, integrating, and synthesizing evaluation information for communication modalities (IV-G)
Demonstrates skill in completing administrative and reporting functions to support evaluation for communication modalities (IV-G)
Demonstrates skill in referring clients with disorders affecting communication modalities for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with articulation disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with articulation disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with articulation disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with articulation disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with articulation disorders (IV-G)
Demonstrates skill in identifying and referring clients with articulation disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with fluency disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with fluency disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with fluency disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with fluency disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with fluency disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with fluency disorders (IV-G)
Demonstrates skill in identifying and referring clients with fluency disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with voice and resonance disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with voice and resonance disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with voice and resonance disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with voice and resonance disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with voice and resonance disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with voice and resonance disorders (IV-G)
Demonstrates skill in identifying and referring clients with voice and resonance disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with receptive and expressive language disorders (IV-G)
Demonstrates skill in identifying and referring clients with receptive and expressive language disorders for appropriate services (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with hearing disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with hearing disorders (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with swallowing disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with swallowing disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with swallowing disorders (IV-G)

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Demonstrates skill in measuring and evaluating performance for clients with swallowing disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with swallowing disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with swallowing disorders (IV-G)
Demonstrates skill in identifying and referring clients with swallowing disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with cognitive-communicative disorders (IV-G)
Demonstrates skill in identifying and referring clients with cognitive-communicative disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with social-communicative disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with social-communicative disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with social-communicative disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with social-communicative disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with social-communicative disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with social-communicative disorders (IV-G)
Demonstrates skill in identifying and referring clients with social-communicative disorders for appropriate services (IV-G)
Demonstrates skill in developing setting-appropriate intervention plans for clients with communication modality disorders (IV-G)
Demonstrates skill in implementing intervention plans for clients with communication modality disorders (IV-G)
Demonstrates skill in selecting and developing appropriate intervention materials for clients with communication modality disorders (IV-G)
Demonstrates skill in measuring and evaluating performance for clients with communication modality disorders (IV-G)
Demonstrates skill in modifying intervention plans for clients with communication modality disorders (IV-G)
Demonstrates skill in completing administrative and reporting functions to support intervention for clients with communication modality disorders (IV-G)
Demonstrates skill in identifying and referring clients with communication modality disorders for appropriate services (IV-G)
Demonstrates the ability to communicate effectively (IV-G)
Demonstrates the ability to collaborate with other professionals in case management (IV-G)
Demonstrates the ability to provide counseling regarding communication and swallowing disorders (IV-G)
Demonstrates adherence to the ASHA Code of Ethics (IV-G)
Demonstrates knowledge of standards of ethical conduct (II-E)
Demonstrates knowledge and skill working with clients from culturally/linguistically diverse backgrounds and across the life span (IV-F)

Assessment of Knowledge and Skills Outcomes:
Observation of the graduate student doing evaluations, interventions, and education of the clients, caregivers, professional and non-professional staff, participation in class, and review of professional reports will be used to assess the student’s mastery of the KASA outcomes. The following table summarizes which outcomes will be evaluated through the various assessment tools:

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Outcomes Addressed</th>
<th>Success</th>
</tr>
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<tbody>
<tr>
<td>Observation of the graduate student doing evaluation, intervention, and education of the clients, caregivers, professional and non-professional staff. Review of professional writings.</td>
<td>All outcomes addressing specific area of clinical assignment</td>
<td>Student will achieve an average score of 3.0 in each section of the “Evaluation of</td>
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SHS 566 ComD 562 Public School Syllabus Revised Fall 2011
<table>
<thead>
<tr>
<th>Participation in class, case presentation.</th>
<th>All outcomes addressing specific area of clinical assignment</th>
<th>Student Performance</th>
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<td></td>
<td></td>
<td>40/50 points</td>
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Successful performance for outcomes is defined as an average of 3.0 on a 4.0 point scale on evaluation by the clinical educator. If a student receives below 3.0 on any section, they will have an opportunity to engage in a student assistance plan to indicate satisfactory performance on a targeted outcome as indicated in this class. A final course grade of 2.3 or lower will automatically result in a judgment of “no” progress for the respective outcomes addressed in this class.

**Student Assistant Plan:**
Should the student experience difficulty with any of the knowledge outcomes for this course, the instructor will provide an assistance plan for that student. If the student does not reach the established criterion for at least one activity used to assess a particular KASA outcome, that student will be counseled by the instructor and an Academic Assistance Plan will be established. Should the student meet the expectations of the Academic Assistance Plan while the course is still being taken, the proper notation will be made by the instructor on an Academic Assistance Plan Progress Note. Upon completion of the course, if the student has any KASA outcomes that have not been successfully addressed, an Academic Assistance Plan will be established in consultation with the instructor and the student will be expected to successfully complete the plan outside of the classroom setting within the time frame listed on the Academic Assistance Plan.
COURSE OUTLINE AND EXPECTATIONS

OFF-SITE PRACTICUM EXPERIENCE IN SPEECH LANGUAGE PATHOLOGY IN PUBLIC SCHOOL SETTING

Off-Site Practicum – Public School Setting  Washington State University SHS 566 (variable credits 2-6)
Advanced Clinical Practice  Eastern Washington University COMD 562 (variable credits 3-6)

University Instructor:  Leslie Power, MSPA CCC-SLP  Clinical Professor

Off-Site Practicum Coordinator:  Leslie Power, MSPA CCC-SLP

Contact Information:
Office:  HSB – 125 T
Phone:  (509) 358-7592
Email:  power@wsu.edu

Off-Site Clinical Educator:  To be arranged by the university instructor

Method of Instruction:
Lecture, observation and clinical experience

COURSE GOALS:

To gain experience in a public school setting the student will apply theoretical knowledge in assessing clients, planning and following through with appropriate therapy, participating in client conferences and managing paperwork. The student will develop critical thinking, decision making, and problem-solving skills related to the evaluation and intervention with clients. The student will use appropriate documentation procedures for specific sites.

Each clinical experience will assist the student meeting the American Speech and Hearing Association’s (ASHA) standards, Knowledge and Skills Assessment (KASA)

The specific standards will vary depending on the setting. All KASA outcomes are listed in a separate document on Angel.

ASHA Standards:  SLP Standards:  IV-G 1. Evaluation  
2. Intervention  
3. Interaction and Personal Qualities

OBJECTIVES:

Evaluation

- demonstrate the ability to choose appropriate diagnostic materials for a stated client disorder
- demonstrate the ability to interview client/significant other, administer standardized and non-standardized testing procedures, verbally summarize information to the client/significant other or multidisciplinary teams
- document assessment procedures according to specific site requirements (SLP ASHA Standards IV G-1)

SHS 566 ComD 562 Public School Syllabus Revised Fall 2012 (2)
It is the off-site practicum student's responsibility to read and understand course requirements and participate to the best of their ability. This includes completion of all requirements and accurate recording of clock hours earned during this experience. Students are responsible for accurate representation of all clock hours and are asked to seek advice from the university instructor if questions arise. Misrepresentation of clock hours will be regarded as academic dishonesty and handled according to university policy.

Requirements and Means of Evaluation:
It is the off-site practicum student’s responsibility to read and understand course requirements and participate to the best of their ability. This includes completion of all requirements and accurate recording of clock hours earned during this experience. Students are responsible for accurate representation of all clock hours and are asked to seek advice from the university instructor if questions arise. Misrepresentation of clock hours will be regarded as academic dishonesty and handled according to university policy.

Students will be graded on their clinical performance by the onsite clinical supervisor(s) in collaboration with the university supervisor.
- Clinical appraisal completed by on-site clinical supervisor.
- This course is graded S/F (Satisfactory/Fail). To attain an S grade for the course you must obtain an average of 3.0 out of 4.0 on EACH section of the Evaluation of Student Performance. The Evaluation of Student Performance contains six sections based on the American Speech and Hearing Association’s Knowledge and Skills Assessment. They include: Management of the Client, Evaluation, Intervention, Verbally Reporting and/or Writing Intervention and Evaluation, Clinical Manner and Supervisory Interaction.

Academic Integrity:

*WSU Academic Integrity:* As an institution of higher education, WSU is committed to principles of truth and academic honesty. All members of the University community share responsibility for maintaining and supporting these principles. When a student enrolls in WSU, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any form of cheating, plagiarism, or fabrication. WSU reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

*EWU Academic Integrity:* EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performances is essential for equitable assessment of the student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Changes of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited. Knowingly facilitating dishonesty is also prohibited. One such violation will result in a grade of “F” for this class.

Expectations

This course is designed to give graduate students in SHS/COMD majors an opportunity to participate part-time as a student in a public school setting. Upon completion of an off-site practicum, the students should be ready for an Practicum experience in a similar setting.

Students with disabilities:

SHS 566 ComD 562 Public School Syllabus Revised Fall 2012 (2)
**Student Assistant Plan:**
Should the student experience difficulty with any of the knowledge outcomes for this course, the instructor will provide an assistance plan for that student. If the student does not reach the established criterion for at least one activity used to assess a particular KASA outcome, that student will be counseled by the instructor and an *Academic Assistance Plan* will established. Should the student meet the expectations of the Academic Assistance Plan while the course is still being taken, the proper notation will be made by the instructor on an *Academic Assistance Plan Progress Note*. Upon completion of the course, if the student has any KASA outcomes that have not been successfully addressed, an *Academic Assistance Plan* will be established in consultation with the instructor and the student will be expected to successfully complete the plan outside of the classroom setting within the time frame listed on the *Academic Assistance Plan*. 