

Medical University of South Carolina

College of Health Professions
Department of Rehabilitation Sciences
Division of Speech-Language Pathology

Clinical Rotation V

Course Faculty: Lori-Ann Ferraro, Ph.D., CCC-SLP
Course Name: Clinical Rotation V
Course Number: SLP 626-01
Contact Hours: 3 semester hours
Course Placement: Various Populations and Practice Settings
Course Time: Varied
Course Location: Varied
Course Dates: Varied
Office Hours: By appointment
Office Phone: 843-792-6946
Emails: ferrarlo@musc.edu

COURSE TEXT & RESOURCES:

1. Hegde, M. N. & Kuyumjian, K. (2020). Clinical methods and practicum in speech-language pathology (6th ed.). Plural Publishing.
2. Hegde, M. N. (2018). Hegde's pocket guide to communication disorders (2nd ed.). Plural Publishing.
3. Hegde, M. N. (2018). Hegde's pocket guide to treatment in speech-language pathology (4th ed.). Plural Publishing.
4. Hegde, M. N. (2018). Hegde's pocket guide to evaluation in speech-language pathology (4th ed.). Plural Publishing.
5. Landis, K., Vander Woude, J., & Jongsma, A.E. (2004). The speech-language pathology treatment planner. Wiley.
6. Required videos, websites, etc. **TBD**
7. Additional readings, videos, and websites as listed on D2L. **TBD**

DESCRIPTION:

In SLP-626-01: Clinical Rotation V, the students will learn the roles and responsibilities of the Speech-Language Pathologist with varied patient populations in various practice settings based on their individual plan. The acquisition of basic knowledge of professional roles in a clinical setting, rules and regulations required for patient/client/student safety (including HIPPA regulations, infectious disease control), and documentation will be addressed. Under the supervision of their clinical educator, students will learn basic skills of therapist-patient/client/student interaction, standards of diagnostic and intervention skills, appropriate therapy session planning, and appropriate long-term and short-term patient-centered goals. In this course, students will also begin to hone their professional practice competencies.

PREREQUISITES:

None

COURSE OBJECTIVES:

At the end of this course, with adequate supervision, and varying levels of participation and performance based on their current level in the program, students will be able to:

1. Complete clinical hours under the supervision of a Speech-Language Pathologist clinical educator with ASHA Certification with 9 months of full-time clinical experience and minimum of 2 hours of professional development in clinical instruction/supervision. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-E)
2. Complete observational clinical hours under the guidance of the Speech-Language Pathologist clinical educator including direct observations, video recordings, written records of speech, language, voice, cognitive, or swallowing evaluations or treatment sessions, with discussion or guided observations between clinical educator and student. These observations should include sessions in a variety of settings with differing disorders and patient populations. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-E)
3. Conduct screening and prevention activities or education under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
4. Conduct evaluation of speech, language, voice, cognitive, or swallowing function under the supervision of the Speech-Language Pathologist clinical educator including the collection and integration of case histories, selection and administration of appropriate evaluation procedures, observations, standardized and non-standardized tests, and instrumental procedures. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
5. Complete all oral and written documentation required in the clinical setting including evaluation report, documentation in client/patient record, and oral reports to caregiver/family and/or interdisciplinary team under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-A, IV-B)
6. Identify the appropriate diagnosis based on accurately interpreting, integrating and synthesizing data from evaluation procedures and make appropriate recommendations for interventions or referrals under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
7. Develop an appropriate intervention plan with client/patient specific measurable and achievable goals while collaborating with caregiver/family and/or interdisciplinary team all under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
8. Conduct the intervention plan with appropriate materials and tasks while measuring the client/patient progress and modifying the intervention plan as needed under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
9. Throughout all evaluation, treatment sessions, communicate effectively with the client/patient/caregiver while adapting to each individual's specific circumstances including preferred mode of communication, cultural/linguistic background under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)

10. Ensure all clients/patients receive referrals or information regarding an interprofessional collaborative practice from all health professionals involved in the clients/patients care with guidance from the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
11. Provide counselling and education regarding the clients/patients' evaluation and treatment to the client/patient, caregivers and family within HIPPA guidelines and under the supervision of the Speech-Language Pathologist clinical educator. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
12. Conduct all interactions with client/patients, families, caregivers and interdisciplinary team adhering ASHA Code of Ethics and behaving professionally. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
13. Complete evaluations and treatment intervention with a diverse population across life span and a variety of speech, language and swallowing disorders in different clinical settings. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)
14. Contribute to the completion of a minimum of 400 clock hours under the supervision of the Speech-Language Pathologist clinical educator and with a minimum of 375 direct client/patient contact. (CAA 3.6B, 3.7B, 3.8B, CFCC IV-B)

Council on Academic Accreditation (CAA)

Council For Clinical Certification in Audiology and Speech-Language Pathology (CFCC)

COURSE REQUIREMENTS AND EVALUATION:

Students are expected to:

- To attend all clinic days, to participate in clinic, and to complete assignments as requested by the clinical educator
- To participate in activities as they are arranged through the clinical instructor
- To complete recommended reading assignments given by clinical instructor
- To take responsibility for getting adequate practice and information outside of clinic to increase learning success
- To reach out to clinical instructor, or director of clinical education if any problems or difficulties arise
- To make arrangements for rescheduling if an emergency or other exceptional circumstance arises

COURSE GRADING:

This course will be evaluated on a Pass / No Pass basis. Evaluation will include clinical performance, submission of all "Weekly Clinical Feedback Forms," and adequate attendance. Full clinical grading information can be found in the SLP Clinical Handbook

Pass

- Final evaluation in the "pass" range
- Attended all clinical days and attempted reschedule for absences
- Submit all "Weekly Clinical Feedback Forms"

No pass

- Violate HIPPA or other form of unethical behavior
- Final evaluation in the “no pass” range
- Did not attend all clinical days or attempt to reschedule for absences
- Did not submit all “Weekly Clinical Feedback Forms”

Intervention:

Students’ acquisition of knowledge and skills will be reviewed by the course instructors at the mid-semester point and at the end of each semester. This will be accomplished through review of assessments, completion of course assignments, and outcomes from active learning exercises devoted to specific learning objectives. Should a deficit/difficulty be identified, an intervention plan will be developed and agreed upon by the division director, student, and course instructor. This intervention plan will be documented and have defined objectives and timelines, including documentation of the successful completion of the plan or other outcome. If the student does not fulfill requirements via the intervention plan, they will not pass the course. The intervention plan will be signed and dated and placed in the student’s file with a copy provided to the student. Refer to the SLP Student Handbook for further information on interventions.

COURSE ENGAGEMENT:

To be successful in this course, students must be engaged before, during, and after class.

Before class, student’s engagement will include reading the material, watching lectures and case examples, taking the pre-class assessment, making notes of key information, and making notes of questions, which will be discussed in class.

During class, there will be active learning that will require your application of the knowledge gained before the class. During class, there will also be opportunity to have questions answered and for the course instructor to clarify and/or emphasize important points.

After class, students may need to complete an activity from that day. Students are encouraged to reflect on the key points learned and follow-up questions and to keep a record of the knowledge and skill(s) gained so that you can use it as a resource later in the program and when you are working as a SLP.

PLAGIARISM STATEMENT:

According to the National Institutes of Health (2023), “Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” In line with this NIH definition, the [MUSC Honor Code](#) defines plagiarism as “presenting the words, work, processes, or ideas of another as one’s own in academic work, without proper acknowledgement of the source.”

Words, processes, and ideas requiring acknowledgement may originate from a variety of sources, including printed works, speeches, presentations, recordings, machine generated (e.g. artificial intelligence), and/or Internet websites and documents. Citing the sources of words and ideas

obtained from others is a requirement for ALL coursework. If a source is anonymous, as may be the case with some Internet documents, the source of the content must be cited using the conventions of the stated citation style. Prior to submitting an assignment, it is recommended to check your assignment with Turnitin. After receiving a Turnitin report on your writing, you should feel free to address issues raised by that report in a written message to your instructor.

ARTIFICIAL INTELLIGENCE STATEMENT:

Artificial Intelligence (AI) tools can be useful for learning and may be permitted or encouraged, with acknowledgement, in some cases, as described by the course instructor. Your course faculty will let you know whether and how AI resources can be utilized for each assignment. It is the student's responsibility to cite all sources used in coursework and to ensure the information is accurate and credible. Use of AI, if allowed, should be acknowledged according to the expressed expectations of the course instructor and/or the citation style guide. AI is a fast-changing area being navigated by each user, discipline, and information scientists. Whenever in doubt, consult MUSC Librarians, who are our trained campus experts in this area.

Open discussion about any use of AI is an act of academic integrity entirely consistent with MUSC's culture of academic integrity and Code, as long as it is done with honesty, openness, and a forthright attempt to communicate how the student used sources. Agreeing to an Academic Integrity Code means MUSC faculty and students can engage openly in discussions of academic integrity generally, and any Turnitin report on the student's writing. Doing so during the drafting process, instead of after a due date, is the best practice. If the instructor has concern that a student's written work evidences any sign of plagiarism or inappropriate use of AI, the instructor will ask to meet with the student in order to discuss the student's writing process.

Definition

Source – authors that are human or machine generated

Note

We view writing as a process and encourage students to utilize the Center for Academic Excellence and Writing Center and allow time for several revisions before submission for grading.

Reference

NIH. (2023, May 16). Research Misconduct – Definitions. Retrieved from: https://grants.nih.gov/policy/research_integrity/definitions.htm#:~:text=Plagiarism%3A%20The%20appropriation%20of%20another,words%20without%20giving%20appropriate%20credit.

CLINICAL ROTATION V
CLINICAL PROGRESSION SUGGESTIONS

The following schedule is a recommended progression. Please follow the direction of your individual clinical instructor.

Weeks	Observations and Skills	Student Participation:
1	<p>*Student will provide link to the Weekly Clinical Feedback Form</p> <p>Orientation – to clinician’s style of supervision and plan for communication, hospital floors, medical records, location of items needed for evaluation and treatment, PPE, Professional expectations.</p> <p>Orientation to patient, families, students, and/or caseload appropriate to the population and setting (students have varied practice settings during semester five)</p> <ol style="list-style-type: none"> a. MD orders/referrals, precautions (infectious, positional, pending procedures), procedures in clinic. b. If any, orientation to lines, drains, equipment, O2 etc. in use if applicable. <p>Observation of speech, language, and/or feeding/swallowing evaluations and treatment sessions involving any of the above.</p>	<p>With maximum support:</p> <ol style="list-style-type: none"> 1. Verbally indicate understanding of important orientation items. 2. Verbally indicate understanding of professional behavior with staff, patient, and families. <p>For each patient session student will briefly discuss with the clinical instructor details of the patient’s diagnoses, history, results (if evaluation), and treatment plan if warranted.</p>
2 - 3	<p>Orient the student to the following:</p> <ul style="list-style-type: none"> • Pertinent information related to setting. • All precautions for each patient – infectious, positional, pending procedures. <p>The student can:</p> <ol style="list-style-type: none"> 1. Introduce themselves to patient, student, client and state goal of session (i.e. complete evaluation alongside clinical instructor) 2. Treatment: Participate in treatment tasks along with the Clinical Instructor completing treatment 	<p>With maximum support student will:</p> <ol style="list-style-type: none"> 1. State the patient history (hx) and current status prior to session (diagnostic tests, scans, pending procedures, pt’s Medical POC, IEP, etc.). 2. Gather items for assessment: assessment and treatment stimuli as directed by SLP <p>For each patient session student will:</p> <ol style="list-style-type: none"> a. Assessment: Identify if the patient presented with a speech, language, cognitive communication, or swallow deficit.

		<p>b. Treatment (tx) – identify what was the focus of tx</p> <p>3. Record data during patient sessions: Evaluation: record accuracy of patient responses to expressive and receptive language tasks, cognitive communication tasks, or po trials. Tx: Record findings, tasks completed - # of trials and accuracy, cueing required amount and type (visual, written, verbal), current assessment.</p> <p>4. Observe and participate in documentation including POC and IEP.</p>
4 -8	<p>Continue to orient the student to the following:</p> <ul style="list-style-type: none"> • Pertinent information related to setting. • All precautions for each patient – infectious, positional, pending procedures. <p>Student can:</p> <ol style="list-style-type: none"> 1. Administer and score assessments. 2. Participate in the creation of treatment goals with maximum assistance from clinical instructor. 3. Complete treatment sessions 	<p>With maximum to moderate support student will:</p> <ol style="list-style-type: none"> 1. Present oral report of patient hx and current status prior to session (diagnostic tests, scans, pending procedures, pt’s Medical POC, IEP, etc.). 2. Provide assessment and treatment (tests, treatment stimuli). 3. Complete written daily documentation: note/evaluation/re-evaluation/POC /IEP
9-15	<p>Continue to orient the student to the following:</p> <ul style="list-style-type: none"> • Pertinent information related to setting. • All precautions for each patient – infectious, positional, pending procedures. <p>Student can:</p> <ol style="list-style-type: none"> 1. Administer and score assessments. 2. Participate in the creation of treatment goals with maximum assistance from clinical instructor. 3. Complete treatment sessions 	<p>With maximum, moderate, or minimum support (dependent on setting, population, and tasks) the student will:</p> <ol style="list-style-type: none"> 1. Present oral report of patient hx and current status prior to session (diagnostic tests, scans, pending procedures, pt’s Medical POC, IEP, etc.). 2. Provide assessment and treatment (tests, treatment stimuli). 3. Complete written daily documentation: note/evaluation/re-evaluation/POC/IEP

ESSENTIAL COURSE INFORMATION SYLLABUS ADDENDUM—FALL 2023

COLLABORATION WITH FACULTY

- ❑ We want “our” learning/teaching experiences to be collaborative, enriched, and successful.
- ❑ Your feedback to faculty *during the semester* is especially useful to solving problems, and resolving miscommunications, so please make the effort to communicate with your course instructors, Faculty Academic Advisor, and Director of Clinical Education as soon as your issues and concerns arise.
- ❑ IF you have a planned or unexpected absence from class, all students MUST use the following link: <https://redcap.musc.edu/surveys/?s=XYNTAAFLFX8ETHK3> .

CENTER FOR ACADEMIC EXCELLENCE (CAE)

- ❑ CAE is free of charge and provides opportunities to improve your learning strategies.
- ❑ The CAE is available to assist you with time management, study skills, test-taking, writing, and tutoring.
- ❑ Using the CAE has no effect on your course grades.
- ❑ <https://education.musc.edu/students/cae-and-writing>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- ❑ CAPS is free of charge to all MUSC students and provides opportunities for personal growth.
- ❑ For example, if you are troubled, worried, losing sleep, having trouble concentrating in class, getting low grades, depressed, having interpersonal difficulties at home or at school, misusing alcohol or other substances, please consult CAPS.
- ❑ Your accessing CAPS services does not affect your course grades.
- ❑ <https://education.musc.edu/students/caps/student-services>

ACADEMIC HONESTY

- ❑ Academic misconduct guidelines and the Honor Code are firmly upheld.
- ❑ Students are referred to the *Academic Dishonesty Guidelines* in the Student Policies and Procedures Handbook, and the *Honor Code* on the MUSC website: <https://education.musc.edu/students/enrollment/bulletin/honor-code>.
- ❑ Plagiarism—this involves using the ideas or words of others without attribution—merely changing a word or two in someone else’s sentence is *paraphrase plagiarism*; lifting a phrase of four words or more without using quotations and a citation is *verbatim plagiarism*. When using terms, phrases, or ideas of other writers, you are required to use quotation marks and full citations (author, year, and page number). Please see the APA manual for citation procedures.
- ❑ A finding of academic dishonesty by the Honor Council can be grounds for probation or dismissal from the University.

HEALTH RECORDS

- ❑ If your health immunizations and other health records (e.g., CPR certification, etc.) are ***not up-to-date***, a ***hold*** will be placed on your course registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

TUITION

- ❑ If your tuition is *not paid*, a ***hold*** will be placed on your registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

CLASS POLICIES

- ❑ Class attendance and participation are expected of graduate students in the health professions. Your grade may be impacted for lack of attendance, lack of participation, late arrival to class, late submission of assignments, or other unprofessional behavior, at the discretion of the course instructors.
- ❑ Please notify the course instructor, at least two hours prior to class, either by email or voice mail if you are ever unable to attend a class session or cannot complete an assignment on time because of illness or another emergency. If you are absent, you may be asked to provide appropriate documentation for your absence (e.g. doctor's note, funeral notice).
- ❑ IF you have a planned or unexpected absence from class, all students **MUST** use the following link to report their absence:
<https://redcap.musc.edu/surveys/?s=XYNTAAFLFX8ETHK3>.
- ❑ Cell phones are *not permitted* during class times unless there is an unexpected emergency that requires immediate attention.
- ❑ While laptops are permitted, they should be strictly used for course material/learning. Students should **NOT** use laptops during class for personal tasks (i.e., shopping).

ACCOMMODATIONS

- ❑ Students requesting accommodations for any type of learning experiences and/or testing must have the appropriate documentation. The request for accommodations is made through the MUSC ADA compliance officer. For more information as well as the necessary request form, please visit the following website: <https://education.musc.edu/leadership/diversity/ada-resources>.
- ❑ Clinical facilities may not be able to provide the same accommodations. Students need to be proactive with the DCE and clinical facility to address the necessary accommodation/s.

EMAIL ETIQUETTE

Students are expected to use a professional tone in all email exchanges. Students can expect to receive a response from their course instructor within 48 hours during the work week. For example, if you email the instructor at 4:00 PM on Friday, you can expect to receive a response by the end of business on Tuesday. If you do not hear back by that time, it is appropriate to re-send your email with a gentle reminder. Minimum expectations include the following:

- ❑ Greet the person appropriately (i.e., Dr. XX, Instructor XX), and sign off with your name;
- ❑ Be polite and constructive;
- ❑ Don't "vent" or argue in an email message.
- ❑ Be mindful that email exchanges are different than in-person communication. Students are encouraged to request a meeting to discuss sensitive/important information.

COURSE EVALUATION STATEMENT

- ❑ The Medical University and the College of Health Professions require each student to complete an on-line evaluation of every course.
- ❑ An e-mail will be sent to your MUSC e-mail account prior to the end of the course providing you with a link to the on-line course evaluation. The evaluation is short and should only take a few minutes of your time.
- ❑ We expect your participation as a mechanism to ensure that we continue to improve the educational quality of every course and program in the College of Health Professions.
- ❑ Comments should be constructive and professional regarding the specific course. If you have more general concerns about the program (academic or clinical), then please contact Drs. Pelatti and Ferraro, respectively.
- ❑ ***Please be assured that all student input is anonymous.*** There is no mechanism for course instructors to track comments or scores back to a particular student. Course instructors, faculty, and program directors will only receive a summary of the scores and a summary of the typed comments. While all feedback is anonymous, course instructors see and read all comments. Please make sure all comments are constructive and professional; this is not the venue to complain or vent about program concerns.

All program policies are included in the student handbook, which is available here:

<https://musc.policytech.com/dotNet/documents/?docid=16056&public=true>

CONTACT US

- ❑ Your Course Instructor/s and/or Faculty Advisor. *This is your first step.*
- ❑ **Mrs. Lauren Dickerson**, Assistant Director of Student Services & Program Coordinator, 843-792-2115 or meltonl@musc.edu. Mrs. Dickerson is our program registrar; she maintains your official grade records, registers you for courses, etc.
- ❑ **Dr. Christina Pelatti**, Program/Division Director, Speech-Language Pathology, Department of Rehabilitation Sciences, 843-792-3348 or pelatti@musc.edu