The University Of Toledo

New Graduate Course Proposal

1. College: HE
   Department: RESC

2. Contact Person: Rodney Gabel  Phone: 530-6682  Email: Rodney.Gabel@utoledo.edu

3. Alpha/Numeric Code (Subject area - number): SLP - 6011

4. Proposed title: Diagnostic Practicum in Communication Disorders II
   Proposed effective term: 201540

5. Is the course cross-listed with another academic unit? N
   Approval of other academic unit (signature and title)
   Is the course offered at more than one level?
   If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours: Fixed: 2 or Variable: to

7. Delivery Mode: Primary Secondary Tertiary
   a. Activity Type Clinic
   b. Minimum Credit Hours 2
   c. Maximum Credit Hours 2
   d. Weekly Contact Hours 6

8. Terms offered: Fall Summer Spring
   Years offered: Every Year

9. Are students permitted to register for more than one section during a term? N
   May the courses be repeated for credit? Maximum Hours

10. Grading System: Normal Grading

11. Prerequisites (must be taken before): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200
   Co-requisites (must be taken together):

12. Catalog Description
    Provides students with supervised therapeutic experiences with specific speech and language disorders. Students should have completed or be currently enrolled in graduate level communication disorders course addressing the specific practicum disorder selected.

Comments/Memo:

Currently, SLP graduate students take SLP 6010 (Diagnostic Practicum in Communication Disorders) two times during their program. Though this has worked well, it does create confusion for two reasons. First, it is expected that students will have a more introductory...
diagnostic experience during the first offering of 6000, with relatively fewer hours of contact and with clients who have less difficult disorders to treat. The second practicum experience, now numbered 6011, will have more contact hours and experiences with more difficult types of conditions to treat. Second, having the second diagnostic practicum numbered as 6011 will make the Plans of Study more easy for accreditation boards to understand, and also make any sort of remediation (needed for accreditation and training) easier to manage and describe. Making this change will not have a large impact on our program in relation to number of credit hours or sequencing.

### Course Approval:

- **Department Curriculum Authority:** Beth Ann Hatkevich  
  **Department Chairperson:** Michelle Masterson  
  **College Curriculum Authority or Chair:** Eric Longsdorf  
  **College Dean:** Barry W. Scheuermann  
  **Graduate Council:** Rebecca Schneider, GCEC on behalf of GC  
  **Dean of Graduate Studies:** Patricia R. Komuniecki  
  **Office of the Provost:** Date 2015/03/23  
  **Date:** 2015/03/24  
  **Date:** 2015/04/17  
  **Date:** 2015/04/17  
  **Date:** 2015/07/28  
  **Date:** 2015/08/17  
  **Date:**

### Administrative Use Only

- **Effective Date:**
- **CIP Code:**
- **Subsidy Taxonomy:**
- **Program Code:**
- **Instructional Level:**

### Registrar's Office Use Only

- **Processed in Banner on:**
- **Processed in Banner by:**
- **Banner Subject Code:**
- **Banner Course Number:**
- **Banner Term Code:**
- **Banner Course Title:**

---

https://curriculumtracking.utoledo.edu/PrintGradNewCourse.aspx?ID=SLP6011  
8/18/2015
THE UNIVERSITY OF TOLEDO

Course Number and Title:  SLP 6011 Diagnostic Practicum in Communication Disorders II

Course Credit:  2 credit hours

Meeting Times:  Diagnostic times will vary based on individual assignments and will include Fridays 10-10:50 in SM2100

Clinical Director Contact Information:

Office hours: TBA and by appointment

Supervisor:  Will vary based on assignment. Contact supervisor within 24 hours of learning your assignment.

Outcomes:

Upon completion of the course, students will have developed:

<table>
<thead>
<tr>
<th>New 2014 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-A,B,C,D, F, G</td>
</tr>
</tbody>
</table>

1. The skills necessary to develop diagnostic plans by selecting appropriate diagnostic strategies and instruments for evaluation of a variety of communication disorders

2. The skills to proficiently conduct a case history interview and activities

3. Competently conduct assessment procedures to develop skills in learning to administer a variety of formal tests and informal measures

4. Writing evaluation reports that accurately present and interpret results of test batteries and assessment procedures, identify type of communication disorder presented, make prognostic statements, and to recommend an appropriate intervention program

5. Learning to work effectively as a diagnostic team member and leader/case manager to plan

General information:

- Students will meet with their diagnostic supervisor and team at their regularly scheduled diagnostic time beginning the week of September 8th.
- Diagnostic teams meet in the clinic office diagnostic planning room.
- Teams meet for 3 hours as a group once a week. Outside and individual work will be required beyond these group meeting times.
- The first team meeting will acquaint you with your supervisor and team members. You will learn the requirements of the course and the expectations of the supervisor. As a team, you will also begin planning for your first client which will be scheduled the following week.

Practicum Duration:
The Clinic is closed for Fall break (October 13 & 14), Veterans Day (November 11), and Thanksgiving (November 26-28). The clinic is closed if The University of Toledo is closed. If the clinic closes for weather reasons there will be no therapy but the office will remain open. The last week of diagnostics is the week of December 8.

***The clinic will also be closed on November 19 due to Rocket Football games. When the Rockets play on week nights our parking lots are closed very early in the morning and our clients cannot park.***

**Diagnostic Clinic:**

Diagnostic practicum in speech-language pathology is scheduled for one or two sessions per week depending upon student enrollment. Prior to each scheduled session, the team of Student Diagnosticians will meet with the Clinical Supervisor to review the Case History and to plan assessment strategies. The Student Clinicians are organized into diagnostic teams and share the responsibilities for the administration of the assessment instruments. One graduate student for each diagnostic session is designated as Team Leader. The Team Leader is responsible for placing necessary materials and equipment in the diagnostic room, placing all appropriate forms in the Client's folder, and writing the final diagnostic report. The forms needed for the folder include release of information form(s), permission for videotaping, and appropriate recording and scoring forms for the standardized instruments to be used during the assessment.

Following the assessment, each team member scores and interprets the parts of the assessment they conducted and for sending them to the supervisor and the team leader (after supervisor approval). The Team Leader is responsible for developing a cohesive Comprehensive Evaluation Report. Each student must demonstrate ability to conceptualize and synthesize the results of the evaluation by submitting at least one written report during the term.

The initial draft of this report must be submitted by the time designated by the supervisor, usually within 48 hours of the evaluation session. The completed final report must be submitted no later than 14 days from the completion of the evaluation. A copy of the format for the Comprehensive Evaluation Report is appended for your review.

*As each Student Clinician develops competency, s/he will be assigned to conduct complete evaluations of clients to meet Student Learning Outcomes.*

**Diagnostic Team Leader Responsibilities**

A TEAM LEADER is needed for each diagnostic client. The TEAM LEADER is responsible for the following:

- **The TEAM LEADER must write her/his name next to the client’s name in the Diagnostic Scheduling Notebook.** In the Clinic Office, the Clinic Secretary has a white Diagnostic Scheduling Notebook listing all of the diagnostic clients who have been scheduled for the term.

- Also, when the final conference is scheduled, this MUST be written in the Diagnostic Scheduling Notebook as follows:

  *Tues., Sept. 26, 3:00 p.m. ....Jimmy Jones Final Conf.....Team Leader’s Name*

- The Team Leader will make the initial contact with the client prior to the appointment to (1) re-confirm the diagnostic appointment and (2) conduct a brief case history via phone.

- **The Team Leader will conduct the client/parent interview at the first evaluation session.** At this time, the Team Leader will also complete the necessary permission forms for videotaping, etc. with the client/family.
• The Team Leader takes responsibility for making preparation for the diagnostic sessions including (1) keeping a “diagnostic plan” including a sequenced list of procedures to be done and the name of the clinician responsible for each; (2) placing all appropriate forms in the Client’s folder, and (3) placing necessary materials and equipment in the diagnostic room.

• The Team Leader compiles all written material into the final report and types the final report once the Clinical Supervisor has approved all write-ups. Once all test write-ups are approved by the Supervisor, they will be turned over to the team leader to compile into the final report. The Team Leader should wait until all of the reports are in to begin composition of the final report.

• If the client is a child, the Team Leader will be responsible for observing that child in his home setting and at his school. Permission for school observation must be given by the parents and arranged and approved by the school.

• The Team Leader conducts the final conference with the parents or adult client. The final conference should be done when the report is complete, not at the end of the semester. A copy of the final report is given to the client and signed by the Team Leader and the Supervisor. Preparation for final conferences will be discussed with the Team Leader before each client’s conference. The Clinical Supervisor may sit in on the final conference as needed. That will be a mutual decision made by the Team Leader and the Supervisor. It needs to be observed (50% observation or more) by the Clinical Supervisor.

• The Team Leader composes and types a cover letter, which summarizes the entire report on one page that is sent with the report to the Client / Caregiver.

• The Team Leader makes certain the client’s clinic file is complete after the conference: being complete means that the cover letter, the final report, case history form and all test protocols that were administered are labeled correctly (including dates of assessments and date of birth) and in the file. The completed file should be shown to the Clinical Supervisor and the Team Leader is responsible for filing the report appropriately.

Report writing:
*The Supervisor must be a stickler here!* Good report writing and good letter writing skills are a must. You can test and test and come up with all sorts of results, but if you cannot write a report, you cannot adequately convey your findings to others so they are useful in developing effective treatment.

Notice: Once the Clinical Supervisor gets the final report, he/she must read it in its entirety. Additional changes may be needed. That’s the process. The Clinical Supervisor is NOT a proofreader. Even though you use spell check, you need to read your report yourself. Nothing irks a supervisor more than reading a report on little Johnny and suddenly on page three Johnny’s name becomes Sam!

The importance of the diagnostic process and your accuracy, not only as the team leader but also as a member of the team, cannot be stressed too much. Once the diagnostic report is signed and given to the client/family, it is literally out of your hands and free to go anywhere. One must, therefore, be very, very thorough with testing, results and recommendations. Asking pertinent questions is part of the training process and problem solving together is part of being a team. Please ask questions.
Final Evaluation
The final evaluation will be reviewed with each student and then retained by your supervisor. The supervisor will give each evaluation to the clinical coordinator to be reviewed for your final grade. ONLY CURRENT SEMESTER FORMS WILL BE ACCEPTED.

Sign-out Conferences
Make an appointment with your supervisor to review all paperwork associated with your client and have the appropriate paperwork signed during the last week of diagnostics. You also need set up an appointment with me after you meet with your supervisor(s). This meeting will occur during finals week and is required to receive a grade for your practicum. Compile and complete all forms prior to the conference.

Appropriate Dress
No anterior or posterior midriff skin or cleavage exposures, please, in any position (sitting/standing/bending). This is for in-clinic and out of clinic interactions with clients.

Consultations
You are required to set up consultation appointments with Dr. Ellis or Dr. Gabel (based on previous consultation) if you have a client with a fluency disorder.

You are required to set up consultation appointments with Dr. Ellis or Dr. Hughes if you have a client with a voice disorder.

You are required to set up a consultation appointment with Dr. Pakulski or Mrs. Remer if you have a client with a hearing loss.

*Discuss this with your supervisor if you are unclear if your client falls into one of these categories.

University of Toledo - College of Health & Human Service - Diversity Committee
Statement of Diversity and Inclusion
In concert with the University of Toledo’s values and expectations, the faculty within the College of Health Science & Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
  - Gender,
  - Race/ethnicity,
  - Religion,
  - Sexual orientation,
  - Impairment(s)/Disability(ies),
➢ Political views, and
➢ Other element(s) of uniqueness