Clinical Practicum

As part of the Speech-Language Pathology and Audiology Program, the clinical practicum experience provides student clinicians with a transitional framework for moving from the role of a student toward the role of a professional. Students are exposed to and participate in all phases of the therapeutic process, including observation, diagnostics, treatment, and case management. Student clinicians assume increasing responsibility for the development and implementation of the treatment program as they gain clinical experience. The role of the supervisor also shifts in emphasis from that of guide and mentor to one of a professional colleague.

Types of Clinical Practicum

Advanced. Observer
Courses: Clinical Methods & Procedures/Diagnosis of Speech and Language Disorders
These courses, tiered for undergraduate and graduate student enrollment, provide basic principles of client treatment and management, including structuring the therapy session, designing therapy hierarchies, collecting data, working with families, reinforcing correct behavior and documenting outcomes. It provides students with experience in selecting, scoring and interpreting appropriate speech and language diagnostic instruments with individuals presenting a variety of communication disorders. An introduction to interviewing and counseling clients and caregivers is presented. Content includes supervised clinical observation.

Clinician
Course: Practicum in Speech-Language Pathology: Treatment
In this supervised graduate practicum course, students conduct assessments, including baselines, develop treatment plans, collect data, implement therapy, provide case management and complete written documentation, over the course of a quarter according to ASHA and departmental standards. (Please refer to syllabi for specific competencies.) Please note that more advanced clinicians may have the opportunity to complete a practicum experience offsite in a school, clinic or medical setting under the close supervision of experienced CA licensed and ASHA certified practitioners.

Diagnostician
Course: Practicum in Speech-Language Pathology: Assessment
In this supervised practicum which includes both on and offsite assessment experiences, students review client records, develop diagnostic plans, administer, score and interpret appropriate assessments for individuals presenting a variety of communication disorders. As part of the assessment process students also interview and counsel clients or caregivers. The students are responsible for all written documentation, including narrative reports, home programs, letters to the clients or caregivers and offsite agency forms (e.g., Individual Educational Plans), etc. (Please refer to syllabi for specific competencies.)

Clinician: Audiological Screening
Course: Practicum in Audiologic Assessment
In this supervised practicum students conduct screening procedures (i.e., otoscopy, OAE, tympanography & pure tone), and if necessary, adapt them to meet needs of preschool to elderly clientele, in a variety of community settings. Students work collaboratively with other graduate clinicians, supervisors, and agency representatives to provide efficient and effective services to the community and contract agencies. Student clinicians are responsible for tracking results in screenings and reporting these to appropriate parties, including the SLP supervisor. (Please refer to syllabi for specific competencies.)
Course: Internship

Graduate students complete two 12 or 13-week fieldwork assignments which occur in a variety of community based settings including public schools, hospitals, clinics and private practice settings. Within each clinical internship, the intern is expected to observe the mentor clinician (site supervisor) for 2-3 weeks before the intern gradually assumes the caseload management with continuing supervisory input. Each intern is expected to obtain a minimum of 150 client contact hours for each assignment, reflecting a breadth of experience in assessment and treatment with a variety of speech, language and communication disorders and differences, including dysphagia and aural rehabilitation, as available in the setting. Interns are expected to show competency with diverse populations across the lifespan, as well as in the specific skills needed to perform effectively in their designated internship setting. (Please refer to syllabi for specific competencies.)
ASHA Certification, CA License & CA Credential Clinical Clock Hours Requirements

Upon completion of the Master of Science Degree Program, students will be eligible to obtain the following:

- ASHA’s Certificate of Clinical Competence – CCC (after completion of “mentored professional experience — Clinical Fellowship — CF)
- Speech-Language Pathology and Audiology Board - License to Practice Speech-Language Pathology in California after 9 month Required Professional Experience (RPE)
- California Commission on Teacher Credentialing (CTC) – Speech-Language Pathology Services Credential

ASHA CCC Requirements

- Total of 400 clock hours, including 25 hours of observation hours.
- 375 clinical contact hours attained through practicum and internships
- 325 of the 375 must be during the graduate training program

CA Speech-Language Pathology License Requirements

- Minimum of 300 hours of supervised clinical practice in three different clinical settings (i.e., CSUEB onsite clinic, two internships and/or offsite placements) across a wide spectrum of ages and communication disorders.

CA Speech-Language Pathology Services Credential Requirements

- Total of 400 clock hours, including 25 hours of observation hours completed prior to earning contact hours.
- Minimum of 100 of the required 375 clinical contact hours of practicum in a school setting — school internship(s), offsite clinic placement and/or offsite assessments in a school setting(s).

Program Requirements

To ensure that students gain clinical experience that meets the spirit of ASHA Standards for Certification (breadth across disorders and the lifespan), the department considers the following internal guidelines:

- Minimum of 50 contact hours with adults, broken down as follows: (a) 40 contact hours in treatment, including a minimum of 10 each in speech vs. language disorders; and (b) 10 contact hours in assessment, including a minimum of 3 each in speech vs. language disorders.

- For students completing two pediatric internships, to ensure a breadth with children, the two placements must provide sufficiently different clinical experiences in regards to one or more of the following: setting (e.g., clinic, hospital vs. school, including classroom vs. itinerant, etc.); ages (preschool, elementary, middle school, high school); and/or populations (e.g., regular education, vs. special needs, vs. AAC exclusively, etc.)

- Minimum of 20 contact hours in the minor area of audiology with a minimum of 5 in treatment with the hearing impaired population a (e.g., conduction or sensorineural losses, with or without assistive devices, cochlear implants) and 5 in hearing screenings.

Notes: Clinical Contact Hours means direct client contact, including consultation with caregivers, but not paperwork, staffing or preparation. The clinical contact hours reported for an individual or group session may be divided to represent the activities (Dx or Tx) and categories of disorder(s) treated across the “Big Nine” that occurred during the session.