

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, across the areas of Articulation, Fluency, Voice and resonance, Expressive/Receptive language, Hearing, Swallowing, Cognitive aspects of communication, Social aspects of communication, and AAC (known as “The Big Nine”.) Additionally, issues in Inter-Professional Practice (IPP) are addressed. 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

Course: Clinical Methods and Diagnostics

This course provides basic principles of client treatment and management, including structuring the therapy session, designing therapy hierarchies, collecting data, working with families, reinforcing desired behavior/s 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 guided clinical observation.

Clinician*

Course: Practicum in Speech-Language Pathology: Treatment

In this supervised graduate practicum course, students conduct dynamic assessments, develop treatment plans, collect data, implement therapy, provide case management, collaborate with clients, caregivers and associated professionals, and complete written documentation, over the course of a semester according to ASHA and departmental standards. 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 with special attention to ethical issues and providing non-biased assessments, 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. As appropriate, reports include referrals. Offsite assessments may also include participation in IEP meetings as scheduled. Diagnostic clinicians also participate in Rounds in which they present their cases for discussion.

Clinician: Audiological Screenings*

Over the course of their practicum and in both on and off-site settings, students conduct otoscopy, OAE, tympanography, and pure tone screening procedures, adapting them to meet the needs of preschool to elderly clientele. 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 documenting screening results and reporting them to appropriate parties, including the SLP supervisor.

Intern*

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. The 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 communication and cognitive 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 learning outcomes.

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”, the Clinical Fellowship (CF)
- License to Practice Speech-Language Pathology in California after 36 weeks of full-time or 72 weeks of part-time Required Professional Experience (RPE)
- 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 across the lifespan and across communication disorders.
 - This typically includes the CSUEB onsite and offsite treatment practicum, and two internships.

CA Speech-Language Pathology Services Credential Requirements

- Total of 400 clock hours, including 25 hours of observation hours (from ASHA)
- Clock hours earned must include one school-based internship

Program Requirements

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

- Minimum of **45** contact hours with adults, broken down as follows: (a) **35** contact hours in **treatment**, including a minimum of **10** in both speech and language disorders; and (b) **10** contact hours in **assessment**, including a minimum of **3** in both speech and language disorders.
- For clinicians 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, classroom vs. itinerant)
 - age (e.g. preschool, elementary, middle school, high school); and/or
 - population (e.g., regular education, vs. special needs, vs. exclusively AAC)
- 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 contact, including consultation with clients and/or caregivers, but not paperwork, staffing or preparation.

Process note: Clinicians record contact clock hours in CALIPSO under *Evaluation* and/or *Intervention* headings. The clinical contact hours reported for an individual or group session may be divided to represent the activities (Evaluation or Intervention) and relevant categories of disorder(s) across the “Big Nine” that occurred during the session. Clinicians enter consultative time separately in CALIPSO. While this time does not add contact clock hours to those already recorded in *Evaluation* and/or *Treatment* sections, it more clearly documents consultative experiences to meet ASHA and CTC standards related to Inter-Professional Practice.