

Clinical Methods and Practicum in
SPEECH-LANGUAGE
PATHOLOGY

SEVENTH EDITION

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PREFACE TO THE SEVENTH EDITION

This is a text for students in speech-language pathology who are about to begin their clinical practicum. It also offers systematic information for supervisors of clinical practicums. The text describes the various structural, methodological, and ethical aspects of the student clinical practicum and its professional supervision. It enumerates clear expectations for both student clinicians and their clinical supervisors. Divided into two major parts, the book covers both the structural and functional aspects of the clinical practicum and a comprehensive review of assessment and treatment methods. It is based on the view that the clinical practicum is a learning experience for the students, and clinical supervisors are clinical teachers, mentors, and guides.

It is hoped that students who read this book prior to starting their clinical practicum will be better prepared to meet the exciting and yet often challenging task of providing ethical and effective services to children and adults with communication disorders. Readers of this book are expected to gain an understanding of the structure of different clinical practicum sites; principles of ethical practices; conduct, behavior, and competencies expected of them; justifiable expectations of their clinical supervisors; and the many fundamental principles of assessment and intervention across most disorders of communication. Clinical supervisors, too, may find the book helpful in creating a productive and exciting clinical practicum experience for their student clinicians.

The Singular Publishing Group published the first edition of this text in 1992. I am grateful to many instructors who have continuously adopted this book for the clinical practicums for well over 30 years. Throughout these three decades, instructors have offered praise and constructive criticism that have shaped each of the new editions. Instructors who have continued to adopt this text for their student clinicians have reinforced my belief that the book offers a single source of comprehensive information on clinical practicum and supervision. This revision for the seventh edition is done especially in the light of feedback from instructors.

I have kept and expanded the material the instructors have liked and have said that it should be a part of a book like this. Instructors who have

adopted the book have generally found it to be a single comprehensive source on clinical methods and practicum. They have commended the easy-to-read writing style in a book that packs a great deal of information. I am grateful for their generous comments and continued adoption.

In the second part, I have revised the clinical methods sections to include new information or expand the existing information on assessment, target behaviors, and treatment strategies for all disorders of communication. The section on clinical practicums in public schools has been expanded to a significant extent to reflect current guidelines and practices. The text includes several boxed sections that refer students to specific guidelines.

Instructor-Prompted New Material in the Seventh Edition

Thank you, instructors; your thoughtful responses to the survey questionnaire that Plural had solicited from you have shaped this seventh edition of the book. I have carefully studied your concerns, comments, and suggestions. As per your suggestions for improvement, I have:

- Written a new chapter on assessment (Chapter 5) and included a sample assessment report in an attached appendix
- Infused multicultural issues into the content of the book in all relevant chapters and consequently eliminated a separate chapter on the topic
- Written a new chapter (Chapter 6) on clinical reports, treatment plans, and data documentation
- Specified ASHA's new or current requirements and guidelines for clinical practicum and certification in speech-language pathology
- Expanded and updated ASHA guidelines on telepractice, including the number of telepractice practicum hours and the simulation hours the students can count toward the total
- Summarized ASHA's latest position on the qualifications of clinical supervisors
- Described the qualifications and scope of practice of speech and language pathology assistants in various settings and speech aides in public schools
- Included in the various chapter appendices a sample each of:
 - an assessment report (Appendix, Chapter 5)

- a treatment plan (Appendix A, Chapter 6)
- an individualized education program (IEP) (Appendix B, Chapter 6)
- a progress report (Appendix C, Chapter 6)
- a SOAP note (Appendix D, Chapter 6)
- a baserate recording sheet template (Appendix A, Chapter 8)
- a baserate recording sheet example (Appendix B, Chapter 8)
- a treatment recording sheet template (Appendix C, Chapter 8)
- a treatment recording sheet example (Appendix D, Chapter 8)
- an intermixed probe recording sheet example (Appendix E, Chapter 8)
- a pure probe recording sheet example (Appendix F, Chapter 8)
- a quantitative summary of conversational skills template (Appendix G, Chapter 8)
- Uploaded the same reports and recording sheets to the companion website for the use of instructors and clinicians.
- Written questions at the end of each chapter for the students to make a self-assessment of their understanding of the material
- Created a test bank and placed it on the companion website for the benefit of the instructors who wish to consider it
- Improved the scope and coverage of the PowerPoint presentation based on the book

I put significant efforts into this new edition and I hope the instructors will like the changes. I once again thank them for their suggestions and express my gratitude for their continued adoption of the text.

I would like to thank Laura Brown, Speech and Language Pathologist at the Clovis Unified School District, for her excellent help in revising and updating information related to clinical practicums in public schools, the work of speech aides, the kinds of reports SLPs write in educational settings, and the various educational codes and regulations that govern speech-language services offered to the students. Laura Brown's review of the first part of the book and her suggestions to update and improve the content have been valuable.

This revision for the seventh edition would not have been possible without the sustained support from the excellent staff at Plural Publishing. I thank Valerie Johns, Executive Editor, for her expert, friendly, and timely help at every stage of my revision for the new edition. I also thank Lori Asbury, Production Manager, and Jessica Bristow, Production Editor, for

their efficient and courteous work on getting this book beautifully produced. My thanks are also due to Kristin Banach for her diligent work on marketing this book and to Marty Lewis for his excellent sales efforts. The quiet, competent, and supportive hand of Angie Singh, President and CEO of Plural Publishing, has always worked behind the scenes to make it all happen. I thank her and her exceptional team.

M. N. Hegde

COMPANION WEBSITE MATERIALS



Look for this icon throughout the text directing you to the following materials available on the PluralPlus companion website:

- Glossary of Educational Abbreviations and Acronyms
- Glossary of Medical Abbreviations and Symbols
- Sample Clinical Interview
- Discrete Trial Baseline Procedure and Recording Sheet
- Dysfluency Types and Calculation of Dysfluency Rates
- Obtaining and Analyzing Conversational Speech Samples
- Sample Probe Recording Sheet
- Sample Treatment Plan
- Sample Lesson Plan
- Sample Diagnostic Report
- Discrete Trial Treatment Procedure and Recording Form
- Daily Progress Notes
- Sample Progress Report
- Sample Final Summary
- Sample Referral Letters



ABOUT THE AUTHOR

M. N. Hegde, PhD, is Professor Emeritus of Speech-Language Pathology at California State University–Fresno. He holds an MA in experimental psychology, a postgraduate diploma in clinical psychology, and a PhD in speech-language pathology. Dr. Hegde is a recipient of numerous awards, including the Outstanding Professor Award from the California State University, the Distinguished Alumnus Award from the Communication Sciences and Disorders Department at Southern Illinois University, and the Outstanding Contribution Award from the California Speech and Hearing Association. Recently he was bestowed with the International Travel Fellowship Award from the Indian Speech and Hearing Association with an invitation to give the keynote address at the National Convention of the Association in New Delhi. A specialist in fluency disorders, child language disorders, research methods, and treatment procedures in communication disorders, Dr. Hegde enjoys world renown as a researcher, presenter, contributor of original articles to leading national and international journals, and is also the critically acclaimed author of more than two dozen highly regarded books in speech-language pathology. He has edited more than 25 books for different publishers and is on the editorial board of several scientific journals and has been a guest editor of international journals. He is also a consultant to publishing houses.

Clinical Practicum

You have completed certain graduate-level courses in your communication disorders curriculum and gained the essential knowledge about communication and its disorders. You are ready for clinical practicum and you are excited about it. And yet, not knowing the details of the practicum experience itself, you may be somewhat apprehensive. A clear understanding of what is expected of you and what kinds of support you can expect from your faculty and supervisors will help alleviate this apprehension. Therefore, this book introduces you to all important aspects of clinical practicum.

Part I of the text offers (a) descriptions of clinical practicum (Chapter 1), (b) organization of clinical practicum (Chapter 2), (c) the conduct of the student clinician (Chapter 3), and (d) the supervisor and the student clinician (Chapter 4). Read this part of the text carefully to understand what practicum is, how to

interact with your supervisor, and generally, how to prepare yourself for the experience.

Part II of the text includes descriptions of clinical methods you will use while working with your clients during your clinical practicum. This part includes information on assessment, target behaviors, treatment procedures, procedures to reduce undesirable behaviors, and ways to promote generalization and maintenance of treatment gains.

Clinical Practicum in Speech-Language Pathology: An Overview

Student Learning Outcomes

After reading this chapter, student clinicians are expected to:

- Describe what clinical practicum is and self-evaluate whether they meet their department's preclinic requirements
- Specify how the American Speech-Language-Hearing Association (ASHA), state speech-language hearing associations, state licensure boards, and departments of education affect clinical practicum
- Understand and adhere to the ASHA guidelines on practicum
- State the guidelines on telepractice in speech-language pathology
- Understand the role of, and how to interact with, speech-language pathology assistants (SLPAs)

Speech-language pathology is both an academic discipline and a clinical profession. Therefore, speech-language pathology degree programs at colleges and universities include two types of training.

The first type of training is offered through **academic coursework**, the foundation for clinical practicum. You are knowledgeable about the academic training because you have already completed all of your undergraduate program and some of the graduate program. You may take some

academic courses along with your clinical practicum. Through academic training, you have gained the essential knowledge that you can expand through your own independent study. You have learned to carefully analyze the validity of new ideas and trends in the assessment and treatment of communication disorders.

The second type of training is offered through **clinical practicum**, a structured opportunity to apply and practice what you have learned in academic courses under the guidance of your clinical mentor (supervisor). You will have diverse clinical experiences that help you diagnose communication disorders, explore your clinical interests for future specialized studies, and consider a suitable employment setting for yourself. The combination of academic coursework and clinical practicum provides you with well-rounded training in speech-language pathology and prepares you to pursue a variety of career options.

This text is on clinical practicum. Therefore, if you have any questions regarding academic requirements, contact your academic advisor. Consult your advisor, clinical supervisor, or clinic director for questions regarding clinical practicum.

Clinical Practicum: An Overview

An exciting component of your education in speech-language pathology, your clinical practicum experiences are designed to prepare you for your future role as a professional speech-language pathologist (SLP). As a student clinician, you will work with a variety of professionals and clients. Your clinical practicum is a supervised experience in which you learn professional skills of assessing and treating people with communication disorders. It is also an opportunity to expand on your knowledge of communication and its disorders. Under supervision, you work individually or as a member of a team.

Enrollment in clinical practicum is a required part of the curriculum in programs accredited by the **American Speech-Language-Hearing Association (ASHA)**. Generally, students acquire most of the required 400 hours of supervised clinical practicum during their graduate study. ASHA allows only a maximum of 50 hours of clinical practicum completed at the undergraduate level. In most cases, experience at the undergraduate level may be limited to observing graduate students providing clinical services because ASHA requires 25 hours of guided observation as a part of the 400 hours of clinical practicum. Undergraduate students may assist a graduate clinician in charting responses, developing stimulus materials, and eventually working with a client for one or two sessions as the primary

clinician. Your training program structures your activities to maximize your learning as well as your academic and clinical success.

Beginning student clinicians may be assigned clients with less complex disorders. Client assignment is based on the academic courses the students have completed. For example, during your first semester of graduate work, you may enroll in a course in speech sound disorders in children, and therefore, you may be assigned clients with only those disorders. As you complete coursework on other disorders of communication, your caseload will vary.

In some academic programs, student clinicians may be assigned clients with disorders on which they have not had graduate level course work. For example, as a first-semester graduate student, you may not have taken a course on fluency disorders. Nonetheless, in your clinical practicum, you may be assigned a client with a fluency disorder based on your undergraduate class in fluency and the expertise of your clinical supervisor. If you are assigned a client with a disorder for which you do not have much academic preparation, seek out guidance from your supervisor and professors. It is your responsibility to garner the knowledge needed to assess and treat your clients efficiently and effectively.

The beginning student clinicians typically conduct one-on-one individual therapy sessions lasting from 30 to 50 minutes. Subsequent to the COVID-19 pandemic, ASHA guidelines on clinical practicum allow for up to 125 hours of supervised teletherapy. You may also be assigned to group therapy along with fellow student clinicians, however. University clinics may operate specialized group programs (clinics) including those for pre-schoolers, adolescents, or adults with neurologically based communication disorders. In the preschool group clinics, you may directly teach speech and language skills and conduct circle-time greeting activities, snack-time activities, and farewells. Adolescent students may master more advanced pragmatic or academic language skills in their groups. Adults with aphasia, traumatic brain injury, dysarthria, apraxia of speech, and right hemisphere disorder may practice social communication skills in the group format. You may be hand-selected by your professors to participate in the group therapy based on how you have performed in their classes or individual clinics.

Most universities require student clinicians to complete a certain minimum number of clinical hours at their own clinics before they are assigned to off-campus practicum sites. Such sites may include hospitals, other clinics, and public schools.

As you progress through your clinical and academic programs, you are given progressively greater responsibility in planning, evaluating, and treating clients. As a beginning student clinician, you will not be expected to have all the answers; your clinical supervisor will help you find those

answers. Although you will be supervised throughout your clinical practicum, as you gain clinical experience, you will be expected to independently handle your clinical responsibilities. Eventually, you will be expected to conduct your clinical duties with minimal supervisory guidance.

General Preclinic Requirements

In addition to a solid academic foundation, good writing skills are necessary for success in clinical practicum. Equally important is the learning of professional speech in addressing people from all walks of life and of all ages. Finally, there are certain personal characteristics that are essential to successful clinical practicum. For example, you must be conscientious and reliable. You should be well prepared for your sessions. You should organize your schedule and allocate sufficient time to your clinical responsibilities.

Moreover, your flexibility and nonjudgmental disposition will influence your clinical success. A specific clinic assignment with which you begin a semester may be altered mid-term due to a client's schedule change, supervisor change, or other uncontrollable variables. You should accept and adapt quickly to such changes. You may be assigned a client whom you dislike—perhaps you do not approve of your client's demeanor or lifestyle. Nonetheless, you should be nonjudgmental and flexible enough to effectively work with this person. You should be committed to providing the best quality of client care possible. You are not expected to enter clinical practicum with all the necessary skills, but you should show progress in learning from your clinical experiences and the interactions with your supervisor.

Academic Requirements

You may complete the preclinic academic requirements at both the undergraduate and graduate levels. At the *undergraduate level*, your first course may be an introduction to communication sciences and disorders. Your subsequent courses may include phonetics, anatomy and physiology of speech, swallowing disorders, speech and hearing sciences, and those related to typical acquisition of speech and language. Clinical courses, especially those related to speech sound disorders, language disorders in children, voice disorders, and fluency disorders also may be taken at the undergraduate level.

Graduate courses provide you with more advanced information on all aspects of communication sciences and on assessment and treatment of speech-language disorders. Building on the bases of undergraduate courses, graduate courses offer more research-based information and emphasize

specialized knowledge. For example, besides taking advanced courses in speech sound production and language, you also take courses in fluency disorders; adult language disorders, including aphasia; adult speech disorders, including dysarthria and apraxia of speech (motor speech disorders); craniofacial anomalies (especially cleft lip and palate); augmentative and alternative communication; and dysphagia.

Although *course requirements and sequences vary* to some extent from university to university, all students must meet the ASHA academic standards for certification. Discuss the specific requirements with your advisor well in advance of the time you plan to begin your clinical practicum.

General Writing Requirements

Accurately documenting and precisely reporting clinical information in writing are necessary skills in the practice of speech-language pathology. The manner of clinical documentation and the formats of reports influence several variables, including (a) insurance companies' approval of reimbursement for clinical services; (b) the assessment results that demonstrate eligibility criteria for client placement on an Individualized Education Program (IEP) in public schools; (c) reimbursement by government agencies for services rendered; and (d) decisions regarding the need for initiating, continuing, or discontinuing services. Therefore, you will learn to write reports in different formats.

Student clinicians are required to write a variety of clinical reports, including assessment reports, treatment programs, lesson plans, and progress notes. Regardless of varying writing requirements in different practicum sites, your writing skills should be acceptable at each of your assignments. Not only your supervisors, but also your clients, their families, physicians, school psychologists, teachers, and other SLPs may read your reports. Unless you have had a course on professional writing in communication disorders, you are not expected to know the specific formats for reports and some of the technical terms before clinical enrollment, but you should write clearly, concisely, and grammatically. Your writing should be well organized, coherent, free from spelling errors, avoid prejudicial and discriminatory tone and terms, and be clear and simple enough to be understood by the intended audience. With these basic writing skills, you will find it easier to adapt your writing to the different formats and styles expected at various sites. Chapter 6 has more on principles of writing and formats and contents of various clinical reports.

If you are concerned about your general writing skills and your program does not offer a course on professional writing, discuss your problem

with your advisor as early in your program as possible. Your advisor can assist you in overcoming your writing problems. You may need to take a writing course, you may need additional practice in writing, and you may need to read seriously some books on good writing. A classic small book with big effect is Strunk and White's *Elements of Style* (1999), a highly recommended source for decades. Also, you may practice general, scientific, and professional writing skills in a book that is designed for self-teaching. One such book is by Hegde (2024), which gives exemplars of scientific and professional writing, along with opportunities to practice writing skills on the pages of the book itself. With these and other resources your supervisors may recommend, master good writing skills.

Oral Communication Skills

Effective oral communication skills are essential to the practice of speech-language pathology. Student clinicians communicate with clients of varied educational, socioeconomic, and cultural backgrounds. They interact with other professionals. They discuss their clients' evaluation, treatment, and progress with physical therapists, physicians, nurses, teachers, audiologists, psychologists, and other SLPs.

In all speaking situations, you must make yourself understood. With most clients, speak in simple and brief language. Use technical terms, advanced vocabulary, and complex concepts with individuals who are familiar with them. With all individuals, introduce technical terms with their simple descriptions. Use initialisms (e.g., MLUs, IEPs, AOS) sparingly, and always express the complete terms. You should develop the flexibility to speak at whatever level the communication situation requires. In all instances, you should clearly and concisely articulate information that maximizes the listener's understanding. In doing so, you will promote *health literacy*, which refers to an understanding of basic health information and services that support appropriate decisions regarding assessment and treatment (American Speech-Language-Hearing Association, n.d.a). You promote health literacy when you speak and write clearly, supplement your expressions with charts or graphs, and answer questions. For example, to help facilitate the understanding of complex information, such as standardized test scores, a student clinician or SLP may verbally explain the standard scores and percentile ranks a child has achieved on a test, supplemented by such visuals as the bell curve that plots the scores. More information on health literacy and the means to achieve it with your clients is available at <https://www.asha.org/slp/healthliteracy/>. Moreover, your department or one of the other departments in your university may offer a counseling

course that teaches specific interpersonal communication skills. Consider taking such a course and discuss this with your academic advisor.

Personal Characteristics

Several personal characteristics are essential for successful clinical work. *Responsible behavior* is probably one of the most important characteristics.

Responsible behaviors include being prepared for treatment sessions, being on time in meeting with clients, writing timely reports, and interacting with office staff and clinical supervisors in a professional manner. You should promptly meet all deadlines for clinical assignments and scheduling of clients; complete various reporting forms the clinic administrative staff needs; and submit diagnostic reports, treatment plans, and lesson plans on time. Regardless of other academic or personal commitments, you must be well prepared for your diagnostic and treatment sessions.

To meet your many obligations efficiently, you should organize your time. You should **establish priorities** and **prepare in advance**. An examination, a new client evaluation, and a major class paper may all be due on the same day. Obviously, to accomplish all of these well, you must allow for sufficient preparation time and get started on them well in advance of the deadlines.

Student clinicians work with diverse people. Therefore, it is important for them to **maintain professional boundaries while empathizing with their clients and their families**. Neither the clients nor the clinicians should get overly involved in the personal lives of the other. However, you must combine your technical knowledge with care, concern, and regard for your clients' living situations and their personal problems that affect assessment or treatment outcomes. For example, it may not be productive to expect clients living alone in private care facilities to be able to find people with whom to practice a speech assignment. However, knowing this, you might talk with cooperative nursing assistants and ask them to help your clients practice their speech. It will be important for you to know and understand the interactions among your clients' disabilities or limitations, living situations, and support systems and how such factors affect your intervention.

Student clinicians should learn to work independently within the limits of their knowledge and the level of experience. For example, as a beginning clinician, you are expected to rely on your supervisor for assistance more than experienced clinicians do. However, you still must be prepared to research material independently and, with your supervisor's help, document and evaluate improvement in each clinical session, determine what

needs to be changed or modified, and implement your supervisor's suggestions. You should demonstrate systematic progress toward working independently. See Chapter 4 for more on student clinician responsibilities.

Professional and Interprofessional Knowledge

Several agencies and professional organizations affect your training and career in SLP. Prior to enrolling in clinical practicum, you should have a basic knowledge of the various accrediting and licensing agencies that regulate the profession of speech-language pathology.

There are two agencies that affect your training and professional career the most: ASHA, the national professional organization and your state's agency (including that of the District of Columbia, DC) that issues licenses to SLPs and audiologists. The names of state licensing agencies vary. For instance, it is the Board of Examiners for Speech-Language Pathology and Audiology in California and the Department of Commerce, Community and Economic Development in Alaska. Each state and the DC have their own licensure requirements. For licensing and other professional requirements in the U.S. territories (Puerto Rico, Guam, and the U.S. Virgin Islands), visit the ASHA website and the specific territory's government website.

The American Speech-Language-Hearing Association

ASHA is the national scientific and professional organization of SLPs and audiologists. You will hear much about ASHA, which has various guidelines and requirements that affect your education and your clinical practicum. Students are encouraged to become members of ASHA's student organization, the **National Student Speech-Language-Hearing Association (NSSLHA)**.

ASHA has a long history of leadership in shaping the scientific, academic, and professional activities of communication sciences and disorders. The organization is an advocate for individuals with communication disorders and the professionals who provide services to these individuals. The association has nine purposes or goals (American Speech-Language-Hearing Association, 2017a).

ASHA works in various ways to help maintain high standards of clinical competence for SLPs and audiologists. The governing agency of ASHA, the Board of Directors, comprises 16 officers including the president, the past president, the president-elect, all vice presidents, and the national advisor to the NSSLHA. The chief executive officer of the association is