



Clinical Methods and Practicum in SPEECH-LANGUAGE PATHOLOGY

SIXTH EDITION







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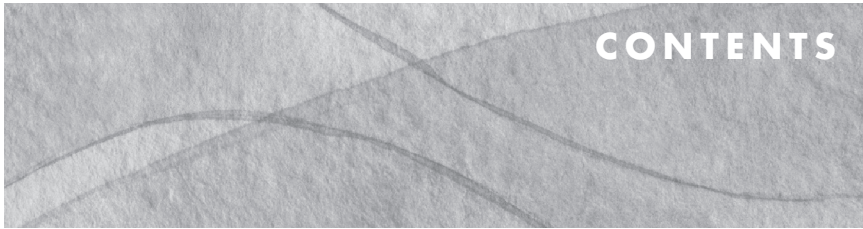
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This text was written for students in speech-language pathology who are about to begin their clinical practicum. It was also written for supervisors of clinical practicum who need a systematic body of information on the various structural, methodological, and ethical aspects of clinical practicum and its supervision. Our goal was to offer a single and comprehensive source of information that will help establish clear expectations for both student clinicians and the clinical supervisors. By dividing the book into two major parts, we have covered both the structural and functional aspects of clinical practicum and a comprehensive set of clinical methods of client management. We emphasize that the clinical practicum is a learning experience and that it involves clearly defined expectations, governed by ethical principles of clinical services and requiring effective and efficient methods of treatment.

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 various forms of communication disorders. Student clinicians will 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 understanding their own roles and responsibilities better so that they can create a productive and exciting clinical practicum experience for their student clinicians.

We have received excellent comments from instructors and reviewers for all the earlier editions. Many positive and constructive comments have reinforced our belief that the book offers a single source of comprehensive information on clinical practicum and supervision. Such comments also have helped us in this revision.

For this new edition, we have added a new chapter that gives an overview of treatment procedures that apply across disorders of communication. We have revised and updated the various clinical practice guidelines of





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the American Speech-Language-Hearing Association (ASHA), the ASHA requirements or guidelines for certification and clinical practicum in speech-language pathology, the methods by which university departments are expected to track a student's progress in the program, clinical practicum sites, related agencies, professional expectations, use of speech-language pathology assistants, and telepractice. Also updated is information on the Health Insurance Portability and Accountability Act (HIPAA). In addition, we 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 practicum in public schools has been expanded to a significant extent to reflect the current guidelines and practices. The text includes several boxed sections that refer students to specific guidelines.

As in the previous editions, our motivation to revise and expand this book came from the students and their devotion to excel and help their clients, the clients and their amazing resilience and dedication to hard work, and the professionalism and expertise of paid and volunteer staff with whom we work. All have enriched our lives and taught us much about the practice of speech-language pathology.

We thank Deborah Davis, who was a valuable coauthor of the earlier editions. We appreciate her contributions in the past and wish her the best of times with her grandchildren!

The original publisher of the first two editions of this book was Singular, predecessor of Plural. We are pleased that Plural is publishing this sixth edition. We thank Valerie Johns, Executive Editor, and Nicole Hodges, Assistant Editor at Plural for their excellent, timely, and friendly help in revising this book. We also thank Lori Asbury, Production Manager, and Jessica Bristow, Production Assistant, for their expert and courteous work on getting this book beautifully produced. The quiet and competent supportive hand of Angie Singh, President and CEO of Plural, has always worked behind the scene to make it all happen. We thank her and her exceptional team.





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 AUTHORS

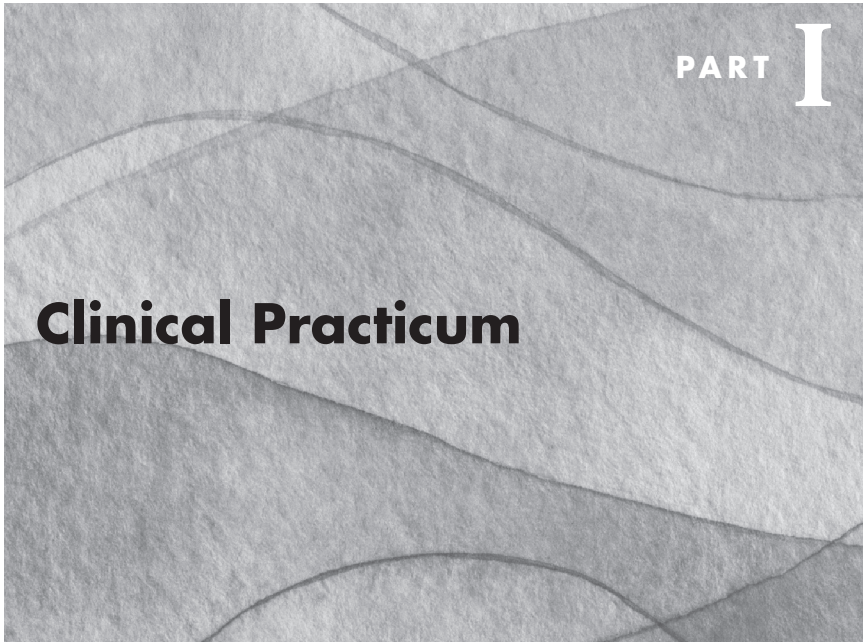
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When you have completed certain courses in your communication disorders curriculum, your advisor may tell you that you are ready for clinical practicum. This means that you have gained the required basic knowledge about communication and its disorders. Yet, you may not know much about the practicum itself. Therefore, in Part I of the text, we describe the organization of clinical practicum, various rules and regulations you must follow, the relationship with your clinical supervisor, and basic principles of working with clients. Read this part of the text carefully to understand what practicum is and how to prepare yourself for it.

In Part II of the text, we describe the basic clinical methods of treating clients with communication disorders. We give an overview of commonly used treatment techniques with an emphasis on working with families of your clients to achieve maintenance of treatment gains.







CHAPTER 1

Clinical Practicum in Speech-Language Pathology

Chapter Outline

- Clinical Practicum: An Overview
- General Preclinic Requirements
- The American Speech-Language-Hearing Association
- State Licensure Boards
- Department of Education
- The National Student Speech-Language-Hearing Association
- ASHA Special Interest Groups
- State Speech-Language Hearing Associations
- Related Professional Organizations
- ASHA Guidelines on Practicum
- Clinical Practicum as a Learning Experience
- References

Speech-language pathology is a profession with scientific and academic bases. To be a speech-language pathologist (SLP), you need to gain both academic and scientific knowledge through coursework and practical experience in working with clients who have communication disorders.





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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**. You learn about speech, language, communication, and communication disorders by taking various academic courses. Some academic courses must be complete before, and others may be taken along with, clinical practicum. The academic portion of the training program provides you with an empirical as well as theoretical basis from which you can expand your knowledge and carefully analyze the validity of new ideas and trends in the assessment and treatment of communication disorders. Your academic training also provides the foundation for clinical practicum.

The second type of training is offered through **clinical practicum**. Clinical practicum gives you the 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 determine the disorder or disorders as well as client populations that interest you the most. You may want to pursue future study on those disorders and decide on a suitable employment setting. The combination of academic coursework and practicum provides you with well-rounded training in speech-language pathology and prepares you to pursue a variety of career options. Occasionally, students try to rate the importance of academic classes versus practicum assignments. However, there is no comparison because each is equally important. Without a strong academic background, you would not know how to assess and treat people with communication disorders. Without practicum, you would not learn the skills you must have to be a successful SLP. Therefore, from the beginning, avoid making judgments in favor of one or the other and apply yourself fully and equally to your academic courses and practicum assignments.

We may make references to academic coursework, but this text emphasizes clinical practicum. If you have any questions regarding specific academic requirements, contact your advisor. Questions regarding clinical practicum requirements should be referred to your advisor, clinical supervisor, or clinic director.

Clinical Practicum: An Overview

Clinical practicum is an exciting component of your educational experience. You will have opportunities to work with a variety of professionals and clients, apply much of what you have learned in your academic courses, and expand on your knowledge of communication and its disorders. Your clinical practicum is a supervised experience in which you





learn professional skills of assessing and treating people with communication disorders. In some assignments you learn to work independently and in other assignments you learn to work as a member of a team. Your clinical practicum experiences are designed to prepare you for your future role as a professional SLP. Enrollment in clinical practicum is a required part of the curriculum in programs accredited by the **American Speech-Language-Hearing Association (ASHA)**. Your **enthusiasm**, **dedication**, and **hard work** are important variables that influence the degree to which you will benefit from your clinical assignments.

Students generally enroll in clinical practicum during their senior year as undergraduates or during their first semester as graduate students. Certain universities allow students to participate in clinical practicum earlier in the training program. In some cases, this early experience may be limited to observing graduate students providing clinical services and assisting with a client or two toward the end of the semester. For example, you may be assigned to observe a student clinician for a semester prior to being assigned your own clients. You will be involved gradually in the treatment process. You may be required to assist 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.

Many universities, depending on their clinic's caseload, assign clients with less complex disorders to a beginning student clinician. 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 production and be assigned clients with speech sound disorders only. As you complete coursework on other disorders of communication, you may be assigned clients with those types of disorders.

Other universities take a more gestalt view of clinical experience and provide a student clinician with a variety of clients each term, based on the student's individual level of expertise, previous educational experience, and the supervisor's expertise. For example, as a first semester graduate student, you may take a seminar in speech sound disorders, a seminar in language, and a seminar in research methods. However, 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 will be completing an assessment and providing treatment to 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 information needed so as to provide a thorough assessment and an effective treatment program.





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Student clinicians, especially the beginning clinicians, are asked to conduct one-on-one individual therapy sessions lasting from 30 to 50 minutes. You may also be assigned to group therapy along with fellow student clinicians, however. Many university clinics operate specialized group programs. Such programs may include speech and language preschools. The preschool therapy model, while focusing on speech and/or language skills, may frequently include circle-time greeting activities, stations, snack-time activities, and farewells. Preschool speech and language programs may vary in duration. Group therapy may also be provided to adolescent students who need to master more advanced pragmatic or academic language skills. Moreover, university clinics may also use a group therapy model with adult clients with aphasia, traumatic brain injury, and so forth. If both individual and group models are offered at your university clinic, you may expect to gain experience in both.

You will participate in clinical practicum assignments at the university clinic and various off-campus clinical sites. Many universities require student clinicians to complete a certain minimum number of clinical hours before they are assigned to off-campus practicum sites. Your clinical practicum may include hospital, school, or various other clinical sites.

As you progress through your clinical and academic programs, you are given more 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 perform more independently in most of your clinical responsibilities. Eventually, you will be expected to conduct most of your clinical duties with minimal supervisory input.

General Preclinic Requirements

In addition to a solid academic foundation, good writing skills are necessary for success in clinical practicum. Equally important is your ability to talk to people from all walks of life and of all ages. Finally, there are less tangible, personal characteristics without which you cannot successfully complete your clinical practicum. For example, you must be conscientious and reliable. 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 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 the client's demeanor or lifestyle. Nonetheless, be flexible and find a way to work effectively with this person. You are always expected to 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 be able to learn from your clinical experiences and the interactions with your supervisor.

Academic Requirements

Preclinic academic requirements are completed at both the undergraduate and graduate levels. At the *undergraduate level*, one of your first courses may be an introduction to communication sciences and disorders. Then you will probably take courses on phonetics; anatomy and physiology of speech, swallowing, and hearing; speech science (perception and production of speech); and those courses related to normal acquisition of speech and language. Some clinical courses, especially those related to speech sound disorders, language, voice, fluency, and hearing, also may be taken at the undergraduate level.

Graduate courses provide you with more advanced information on all aspects of communication sciences and disorders and on assessment and treatment of various disorders. These courses are more research based than the undergraduate courses. Graduate courses build on the information offered at the undergraduate level and emphasize specialized information. For example, besides taking advanced courses in speech sound production and language, you also take courses in fluency, adult language disorders, craniofacial anomalies, augmentative and alternative communication, dysphagia (swallowing disorders), and motor speech disorders.

Although *course requirements and sequences vary* from university to university, students are expected to have completed, as a minimum, courses on speech and hearing sciences, introductory courses in normal speech and language development, and a certain number of courses on communication disorders before beginning clinical practicum. You should 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





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several variables, including: the approval for client treatment by insurance companies; the assessment results that demonstrate eligibility criteria for client placement on an Individualized Education Program (IEP); a doctor's decision to provide medical intervention; monetary reimbursement for your services; and your determination of the need for initiating, continuing, or discontinuing services. Therefore, in your clinical practicum, you will learn to write reports in different formats.

Student clinicians are required to write numerous clinical reports, treatment programs, lesson plans, and progress notes. You will discover that different clinical settings have varying writing requirements. Regardless of the specific requirements, you will be expected to have good basic writing skills at each of your assignments. In most instances, your reports are read by other people, who may include: clients' family members, physicians, school psychologists, teachers, and other SLPs. It is important that you develop your writing skills before enrolling in clinical practicum. 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 be able to write clearly and concisely. You should be able to organize your thoughts coherently and write grammatically correct sentences. Your writing should be free from spelling errors and be clear and simple enough to be understood by the intended audience. With these skills, you should be able to adapt your writing to the different formats and styles expected at various sites.

Before you are awarded your graduate degree, you will be required to demonstrate professional writing skills sufficient for entry-level practice in speech-language pathology. 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, or you may need additional practice in writing. You may practice professional writing skills in a book that is designed for self-teaching. One such book is by Hegde (2018), which gives exemplars of scientific and professional writing along with opportunities to practice writing skills. Take these and other steps that will prepare you for meeting clinical writing requirements.

Oral Communication Skills

Effective oral communication skills are essential to the practice of speech-language pathology. As a student clinician, *you will communicate with many clients with varied educational, socioeconomic, and cultural backgrounds*. You also will interact with many professionals. For example, you may discuss





your clients' evaluation, treatment, and progress with physical therapists, physicians, nurses, teachers, audiologists, psychologists, and other SLPs.

Regardless of the client, professional, or family member you communicate with, you must make yourself understood. With some clients, you will need to use simple, brief language; with other clients you may use technical terms and advanced vocabulary and present complex concepts. At times, to establish a shared basis of understanding, you may need to use some professional jargon along with an understandable definition. With certain individuals you may introduce the term *apraxia of speech* and explain exactly what you are referring to when you use that term. With other individuals you may introduce the term *apraxia of speech* and provide the common definition, followed by an analogy that will assist them in understanding it. At another time you may refer to an "SST" (student study team) meeting and explain the meaning of that initialism. You should develop the flexibility to speak at whatever level the communication situation requires. In all instances, you should clearly and concisely articulate information. You should learn to communicate in the way that maximizes comprehension for the listener. In doing so, you will promote *health literacy*. As retrieved on ASHA's Practice Portal of Professional Practice Issues, the American Medical Association Foundation defines health literacy as: "the ability to obtain, process, and understand basic health information and services needed to make appropriate health decisions and follow instructions for 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 psychometric data, a student clinician or SLP may verbally explain the standard scores and percentile ranks a child has achieved on standardized norm-referenced testing, while the family looks at the written scores in the report and then is presented with a visual of the bell-curve to plot each score. More information on health literacy and the means to achieve it with your clients is on <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

In addition to academic preparation and good written and oral communication skills, there are some personal characteristics that are required for successful clinical work. Responsible behavior is probably one of the most important characteristics.





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You should **act responsibly** in preparing for treatment sessions, meeting with clients, writing reports, and interacting with office staff and clinical supervisors. You should promptly meet all deadlines for clinical assignments and scheduling of clients; completion of various reporting forms needed by clinic administrative staff; and submission of diagnostic reports, treatment plans, and lesson plans. Regardless of other academic or personal commitments, you must be well prepared for all 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.

Student clinicians work with many people. Therefore, it is important for them to **maintain professional boundaries while empathizing with their clients and their families**. You must not become overly involved in your clients' personal lives or allow them to become overly involved in your personal life. However, you must combine your technical knowledge with care and regard to your clients' living situations and their personal concerns. For example, it probably would not be useful 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. Many *external and internal factors* influence clients' progress. It will be important for you to know and understand the interactions among your clients' disabilities, living situations, and support systems and how they affect your clients' speech therapy.

Student clinicians should learn to work independently within the limits of their knowledge and 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, evaluate the efficacy of your clinical sessions, determine areas of needed change, and implement appropriate modifications that your supervisor suggests to you. You will be expected to demonstrate systematic progress toward working independently. See Chapter 4 for more on student clinician responsibilities.

Knowledge of the Profession and Related Agencies

In addition to your university's requirements, several agencies and professional organizations affect your training and career as an SLP. As you prepare to enroll in clinical practicum, you should have at least a basic





knowledge of the various accrediting and licensing agencies and regulations related to the profession of speech-language pathology.

There are two agencies that affect your training and professional career the most: ASHA and, if your state has a licensure law, the Board of Examiners for Speech-Language Pathology and Audiology (or other licensing agency in your state). Each has requirements regarding certification or licensure.

The American Speech-Language-Hearing Association

ASHA is the national professional organization of SLPs and audiologists. Students and student clinicians in departments of communication sciences and disorders or speech-language pathology will repeatedly hear references to ASHA and its various activities, guidelines, and requirements that affect the profession. Student clinicians will constantly be told of ASHA's requirements on how to complete their clinical practicum. Also, students will be expected to become members of ASHA's student organization, the **National Student Speech-Language-Hearing Association (NSSLHA)**.

As you probably know, ASHA is a scientific and professional organization with a long history of contributions to communication sciences and disorders. This national organization is the major force that shapes our scientific and professional discipline. The organization acts as an advocate for individuals with communication disorders and the professionals who provide services to these individuals and has nine purposes or goals (American Speech-Language-Hearing Association, 2017a).

The Purposes of the American Speech-Language-Hearing Association

1. Encourage basic scientific study of the processes of individual human communication with special reference to speech, language, hearing, and related disorders;
2. Promote high standards and ethics for the academic and clinical preparation of individuals entering the discipline of human communication sciences and disorders;

(continues)

