SLPA 2220: Clinical Practicum I

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: *.*
Lab Hours/Week: *.*
OJT Hours/Week: 9

Prerequisites:
This course requires both of these prerequisite categories
1. One of these two
   SLPA 1230 - Articulation and Phonological Disorders
   SLPA 1231 - Speech Sound Disorders (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 5)
   And
2. SLPA 1240 - Language Disorders and Treatment (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 5)

Corequisites: None

MnTC Goals: None

This course is designed to give speech-language pathologists assistant (SLPA) students observational experience in the area of speech-language therapy. This training will develop professional skills necessary to work as a SLPA in a school or medical setting. Prerequisite(s): SLPA1230 and SLPA1240

B. COURSE EFFECTIVE DATES: 05/19/2014 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Understand the background of SLPAs from past to present.
2. Understand the roles and responsibilities of a SLPA and the speech language pathologist (SLP) mentor/assistant.
3. Determine how to work effectively with/for a SLP supervisor/mentor.
4. Understand effective communication with families and children.
5. Define how to work effectively with other personnel in the speech-language therapy setting.
6. Understand how to work effectively with diverse populations.
7. Define professional and ethical issues that affect SLPAs.
8. Understand legislation that governs SLPAs.
9. Identify health and safety issues that affect SLPAs.
10. Understand how to complete effective observations in the speech-language setting.
11. Understand how to produce pertinent documentation and record keeping in the therapy setting.
12. Understand how assessments are completed on clients/students with speech-language needs.
13. Understand how to implement effective intervention strategies

D. LEARNING OUTCOMES (General)

1. The learner will understand the roles that a SLPA and SLP use in the therapy setting.
2. The learner will understand different populations, different therapies, and numerous behavior techniques that are necessary for effective speech-language therapy.
3. The learner will be able to screen a client’s speech-language skills in a variety of speech-language settings.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted