ED 317-046: Field Placement in Speech-Language Pathology
Instructor: Holly K. Craig (hkc@umich.edu)
UCLL Staff Members
Course Coordinator: Toshia Watkins (toshiaw@umich.edu)

Syllabus

ED 317-046 is a one-credit course within the University of Michigan, School of Education, with an instructional component and observation/participation at the University Center for the Development of Language and Literacy. The course goal is to provide an introduction to the field of speech-language pathology using a center-based experience. Students will gain knowledge and experience in both children and adult clinical service programs at the Center. They will increase their understanding of common language and literacy problems across the lifespan with emphasis on the essentials of clinical practice in speech-language pathology.

The instructional component is 1 hour every other week, and the observation and participation portions are 2 hours on alternate weeks. Students will be assigned to one of two cohorts, who will rotate through the adult and children clinical programs.

Required text: Clinical Methods and Practicum in Speech-Language Pathology


Both books are available at Ulrich’s Bookstore.

Meeting times: Instructional time every other Tuesday, 12-1, Room 127
Contact Information: UCLL: 734-764-8440

Dress code: Professional dress and appearance that is appropriate to a clinical services unit. Refer to pp. 87-88 in Hegde & Davis (2010)

Prerequisite: Health Insurance Portability and Accountability Act (HIPAA) training (TBA-see Toshia Watkins)

Grades: A grade of S or U will be based on acceptable completion of all requirements

Requirements: 6 assignments
1. Written Observation Reports
Each student will prepare and submit one written report of an individual therapy observation and one of the following additional three types of clinical activities:
   Group Therapy   Computer Lab   Evaluation/Pre-testing/Post-testing
2. Observe, Assist, Take Responsibility
After observing an individual therapy session, each student will create a written lesson plan for one small therapy activity within a lesson, provide the activity, and follow up by writing a one page reflection about how the activity went.

3. Graduate School Application Paragraph
Each student will write one paragraph that describes their experience at the Center to include in their application to graduate school.

Topics & Schedule
Week of September 7: Introduction
Reading: Chapter 3, pp. 206-216, 223-228
Introduction to course (Holly Craig)
Childhood and adult language disorder types (Holly Craig)
    Week of September 14: Rotation A starts Monday, September 14

Week of September 21: Evaluation (testing and diagnostics)
Reading: pp. 121-134, 172-183
Adults and Children (Holly Craig)
    Week of September 28: Rotation A continues

Week of October 5: Goal-setting and Pre-test/Post-test methods
Reading: pp. 193-199
Adults (Mimi Block)
Children (Beth Salz)
    Rotation A ends Friday, October 15
    Week of October 18: FALL BREAK
    Week of October 26: Rotation B starts Monday, October 25

Week of November 2: Intervention methods
Reading: Chapter 8: pp-243-270
Week of November 9: Rotation B continues

Week of November 16: Group and computer therapy
Reading: pp. 271-290
Week of November 23: Rotation B continues

THANKSGIVING BREAK NOVEMBER 25-26
Rotation B ends on Friday December 3

Week of November 30 & December 7: Graduate school experience (roles and responsibilities)
Reading: Chapter 1 & 2

Assignments due: December 10